

CUSF General Body Meeting  
University of Maryland University College (UMUC)

**Minutes**

Friday, September 16, 2011

<b>Attendance:</b>	
<b>Bowie (2)</b>	Joan S. Langdon, Monika Gross
<b>Coppin (2)</b>	Elias Taylor
<b>Frostburg (3)</b>	Robert B. Kauffman, Peter Herzfeld, Elesha Ruminski
<b>Salisbury (3)</b>	David L. Parker, "Bobbi" Adams, E. Patrick McDermott,
<b>Towson (4)</b>	Martha Siegel, Jay Zimmerman, Leonie Brooks, Thomas Krause, Douglas Ross (alt)
<b>UB (2)</b>	Stephanie Gibson, John Callahan
<b>UMB (5)</b>	Richard Zhao
<b>UMBC (3)</b>	Nagaraj Neerchal, Zane Berge, Drew Alfgren
<b>UMCES (2)</b>	Raleigh Hood
<b>UMCP (6)</b>	William Stuart, Stephen Mount, Alan Matlaga, Kenneth Holum, William Montgomery, Bonnie Dorr (alt)
<b>UMES (2)</b>	E. William Chapin, Emmanuel Onyeozili (alt)
<b>UMUC (3)</b>	Betty Jo Mayeske, Margaret Cohen
<b>Guests:</b>	Nancy Shapiro (USM) (speaker), John Collins (guest); Irwin Goldstein (guest, 11:30 AM)

**CONVENING THE MEETING - 10:00 AM**

Jay Zimmerman, Vice Chair, convened the meeting at 10:00 AM. Joyce Shirazi, Chair, is on University business in China.

**WELCOME FROM THE CAMPUS - 10:02 AM**

Jay introduced Betty Jo Mayeske from the UMUC who introduced Dr. Greg von Lehmen, Provost of UMUC. Dr. Von Lehmen provided an overview of their programs. He noted that UMUC has a head count of 90,000 students making it the largest public university and the largest online university. He addressed several questions from those assembled. First, regarding shared governance, he indicated that they utilize a model of scholar/practitioners who serve as adjunct faculty. Second, several questions addressed the use of adjunct faculty vis-a-vis promotion and retention. Third, he briefed the group on the issue regarding

registering and paying a fee to individual states for online courses. He noted that the District Court in DC struck down the measure on procedural grounds, but that it should reemerge again next year.

### APPROVAL OF THE MINUTES - 10:45 AM

At the request of Jay Zimmerman, a motion was made to approve the minutes of the May 10, 2011 CUSF General Body meeting. The motion was passed unanimously.

In addition, Jay passed around sign-up sheets for committee assignments. These committees are: Faculty Affairs, Academic Affairs, Legislative Affairs, and Membership and Rules Committee. The committees met during lunch and elected chairs at that time. The chairs are reported at the end of these minutes.

### PRESENTATION: Race to the Top - 10:49 AM

Associate Vice Chancellor and Special Assistant to the Chancellor, Nancy Shapiro, presented an update on Race to the Top - A Partnership for Assessment of Readiness for College and Careers Common Core (*see power point attachment*). In the slide show, Nancy indicated that Goal #5 (Slide #17) was the most problematic.

In addition, she addressed the course redevelopment initiative. She noted that this began four years ago where the System focused on undergraduate courses including such things as dropout rates and finishing time rates. Their investigation led to the initiation of the Carol Twigg course redesign approach. This initiative has been used successfully in several of the System universities. In addition, Nancy indicated that a Lumina grant provided funding to implement this model within the community colleges and that the Chancellor provided funds for further development by system institutions.

### SENIOR VICE CHANCELLOR'S REPORT - 11:45 AM

Irv Goldstein, Senior Vice Chancellor, gave his report to the group. Due to scheduling, his report was divided into a segment before lunch and after lunch. In the first segment, he provided an update on the joint committee reports. In the second segment which occurred after lunch, he addressed a proposed change in the System's tenure and promotion policy.

In the first segment, Irv updated the group on the *UMCP-UMB Merger Study* first. Irv emphasized that *there is no requirement to merge the two institutions*. In addition, Irv noted that the motivational focus of UMCP-UMB Merger Study is on making the institutions more competitive in the marketplace rather than as a cost or resource reduction measure. Second, the Chancellor indicated that CUSF can have three representatives on this committee. (Note: In a discussion later in the day, Martha Siegel suggested that one of these members should be a CUSF selected representative representing the other non-affected institutions.). Third, Anne Moultrie, Vice Chancellor for Communications, at system has compiled a website that contains up-to-date information on the study. The website is provided below. Jay requested that the Secretary make this site available to CUSF members (**Secretary's Note:** The website was emailed to CUSF members on 9/16). Last, Irv noted that the study should move quickly since it needs to be completed before the next legislative session in spring.

<http://www.usmd.edu/regents/UMCP-UMBMergerStudy/>

Next, Irv indicated that the *Coppin Study* was completed. The focus of the report was to provide a comprehensive report to improve Coppin. The report is in draft form. It is over 100 pages in length and began over 11 years ago.

Third, Irv indicated that a *Baltimore City Committee* was formed consisting of Coppin, UB, and the Baltimore City Community College. The study is under the jurisdiction of MHEC. A collaboration between two four-year institutions and a community college, it has a focus of improving the cooperation between the comprehensives and the community colleges.

Fourth, Irv briefed the CUSF members on three separate committees involving *Intercollegiate Athletics*. First, UMCP has reported for the last several years a balanced budget with a zero balance at the end of the year. This raised some questions. There should be a report to the President of UMCP in November or December regarding recommendations. Second, there is no commonality in reports submitted to the NCAA, Federal Government and Board of Regents. This committee is focused on coming up with a more efficient reporting system. Third, there is a committee focusing on whether state funds are being used to finance athletics.

LUNCH - 12:15 PM

SENIOR VICE CHANCELLOR'S REPORT (Continued) - 1:00 PM

Irv Goldstein, Senior Vice Chancellor, continued with his report after lunch. Irv announced that there was no news on the budget. Next, he addressed a proposed change in the System's tenure and promotion policy. The proposed amendment is provided below in italics. In providing the background for the amendment, Irv indicated that a Board of Regents committee reviewed why the System was low in creative activities including patents, working with businesses, and intellectual properties. Also, This area of focus is part of the new Strategic Plan. Last, Irv noted that this proposal is informational, the wording is not final, and that it will be brought back to CUSF again for review.

II-1.00 UNIVERSITY SYSTEM POLICY ON APPOINTMENT,  
RANK, AND TENURE OF FACULTY (Approved by Board of Regents,  
April 5, 1989; last amended June 20, 2008)

Section II.B.1: "The criteria for tenure and promotion in the University of Maryland System are: (1) teaching effectiveness, including student advising; (2) research, scholarship, *and, in appropriate areas, creative activities or activities that may result in the commercialization of intellectual property*; and (3) relevant service to the community, profession, and institution. The relative weight of these criteria will be determined by the mission of the institution." [Notes: a) *italics* are mine, and b) Otherwise this is the current policy.]

## II-2.00 POLICY ON SABBATICAL LEAVE FOR FACULTY (Approved by the Board of Regents, November 30, 1989)

“The President of an institution may grant sabbatical leaves to faculty members. The primary purpose of such leaves is to provide an opportunity for a faculty member to conduct scholarly or creative work, *or activities that may result in the commercialization of intellectual property*, in order to increase his or her contribution to the mission of the institution, and to enhance his or her standing in the discipline or profession.” [Notes: a) *italics* are mine, and b) Otherwise this is the current policy.]

There was a discussion by the members on the topic. Several observations included the following: 1) Several members took issue with the concept of and emphasis on commercialization. 2) Several members questioned that the wording might be redundant since it was believed that these functions were already covered within the existing policy, and 3) The wording needs to be shortened and/or improved to reduce ambiguity.

### COMMITTEE REPORTS - 1:30 PM

Jay Zimmerman indicated that there will need to be an *Ad Hoc Constitution and Bylaws Committee* to study and improve the efficiency of the bylaws. In addition, mention of UMBI needs to be eliminated from the Constitution. He noted that since the Membership and Rules Committee has two of its three members listed on the Ad Hoc committee, the Membership and Rules Committee will most likely handle these issues. Bill Chapin will chair the *Membership and Rules Committee*.

Second, Jay noted the membership of the *Regent's Faculty Award Committee*. The members are Jay Zimmerman (TU), Joyce Shirazi (UMUC), Richard, Zhao (UMB), Virletta Bryant (CU), and Steve Mount (UMCP).

*Academic Affairs Committee*. Martha Siegel will chair this committee.

*Faculty Affairs Committee*. Pat McDermott will chair this committee. Pat indicated that the committee will address faculty satisfaction.

*Legislative Affairs*. John Callahan will chair this committee. John requested that this committee would like to review the UMCP-UMB Merger and the Coppin Reports.

### NEW BUSINESS/ANNOUNCEMENTS - 1:50 PM

Elias Taylor from Coppin requested help regarding the creation of an official document documenting faculty productivity where it can be elevated to a peer review document.

---

The issue was raised that there is no way for faculty at UMUC to communicate with each other. The Chair suggested that the Executive Committee will discuss the situation before the next meeting and try to develop a resolution regarding this issue.

ADJOURNMENT - 2:06 PM


A motion was made to adjourn. It passed unanimously. The meeting was adjourned at 2:06 PM.

Respectfully Submitted,

*Robert B. Kauffman*


Robert B. Kauffman  
Secretary

Approved



## Race to the Top Update: The Partnership for Assessment of Readiness for College and Careers


Presented to the Council of  
University System Faculty  
September 16, 2011



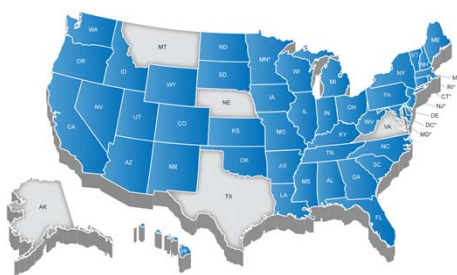
### A Strong Foundation: The Common Core State Standards

- Nearly every state in the nation is working individually and collectively to improve its academic standards and assessments to ensure students graduate with the knowledge and skills most demanded by college and careers
- The Common Core State Standards in English language arts/literacy and mathematics were created by educators around the nation


2



### 45 States + DC Have Adopted the Common Core State Standards




\*Minnesota adopted the CCS in ELA/literacy only



### Key Advances of the Common Core

MATHEMATICS	ENGLISH LANGUAGE ARTS/LITERACY
Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades	Balance of literature and informational texts; focus on text complexity
Procedural fluency and understanding of concepts and skills	Emphasis on argument, informative/explanatory writing, and research
Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline	Speaking and listening skills
High school standards organized by conceptual categories	Literacy standards for history, science and technical subjects


ANCHORED IN COLLEGE AND CAREER READINESS



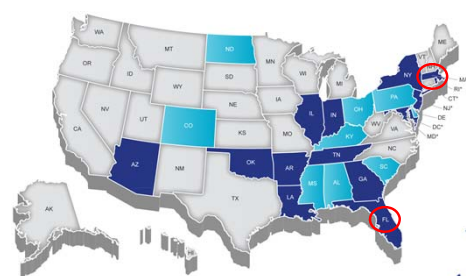
### What's Next? Common Assessments

- Common Core State Standards** are critical, but they are just the first step
- Common assessments** aligned to the Common Core will help ensure the new standards truly reach every classroom


5




### Partnership for Assessment of Readiness for College and Careers (PARCC)



■ Governing Board States   
 ■ Participating States



6



## K-12 and Postsecondary Roles in PARCC

---


**K-12 Educators & Education Leaders**

- Educators will be involved throughout the development of the PARCC assessments and related instructional and reporting tools to help ensure the system provides the information and resources educators most need

**Postsecondary Faculty & Leaders**

- More than 200 institutions and systems covering hundreds of campuses across PARCC states have committed to help develop the high school assessments and set the college-ready cut score that will be used to place incoming freshmen

7




## The PARCC Goals

---

- Create high-quality assessments
- Build a pathway to college and career readiness for **all** students
- Support educators in the classroom
- Develop 21<sup>st</sup> century, technology-based assessments
- Advance accountability at all levels

8




## Goal #1: Create High Quality Assessments

---

**Priority Purposes of PARCC Assessments:**

- Determine whether students are **college- and career-ready** or on track
- Assess the **full range of the Common Core Standards**, including standards that are difficult to measure
- Measure the **full range of student performance**, including the performance of high and low performing students
- Provide **data during the academic year** to inform instruction, interventions and professional development
- Provide **data for accountability**, including measures of growth
- Incorporate **innovative approaches** throughout the system

9




## Goal #1: Create High Quality Assessments

---

- To address these priority purposes, PARCC will develop an assessment system comprised of **four components**. Each component will be computer-delivered and will leverage technology to incorporate innovations.
  - Two **summative assessment components** designed to
    - Make “college- and career-readiness” and “on-track” determinations
    - Measure the full range of standards and full performance continuum
    - Provide data for accountability uses, including measures of growth
  - Two **formative assessment components** designed to
    - Generate *timely* information for informing instruction, interventions, and professional development during the school year
    - In ELA/literacy, a *third* formative component will assess students’ speaking and listening skills

10




## Goal #1: Create High Quality Assessments

---

- Summative Assessment Components:**
  - Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools
  - End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items
- Formative Assessment Components:**
  - Early Assessment** designed to be an indicator of student knowledge and skills so that instruction, supports and professional development can be tailored to meet student needs
  - Mid-Year Assessment** comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including as a summative component

11



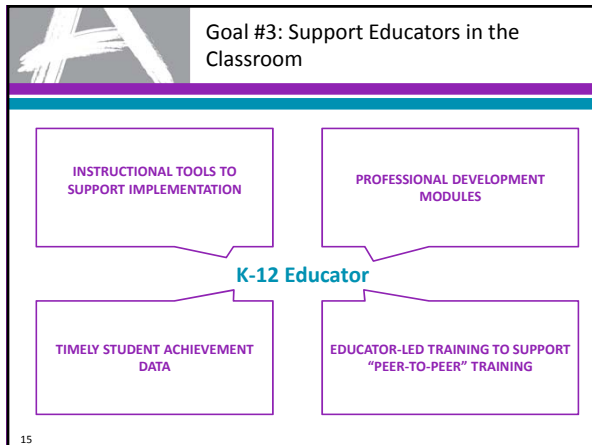
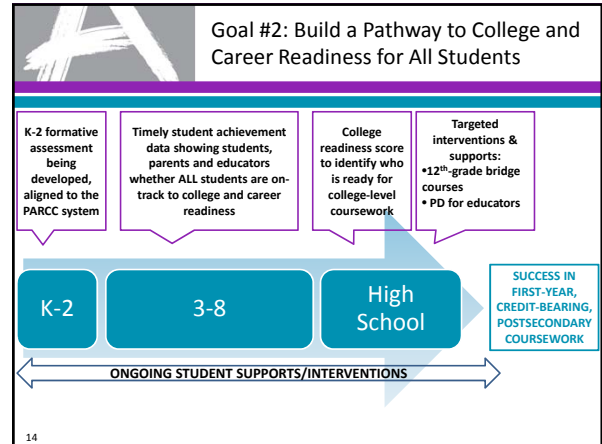
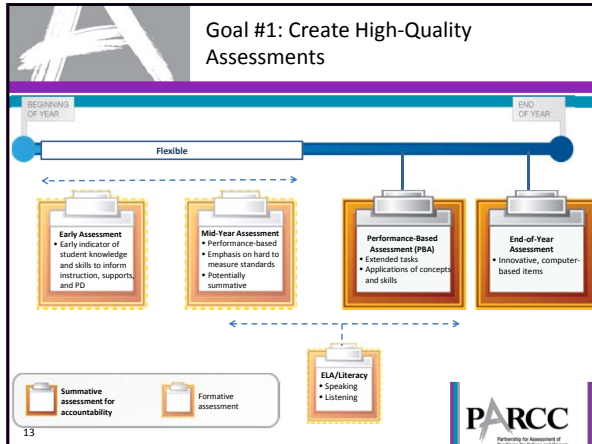
## Goal #1: Create High Quality Assessments

---

**The PARCC assessments will allow us to make important claims about students’ knowledge and skills.**

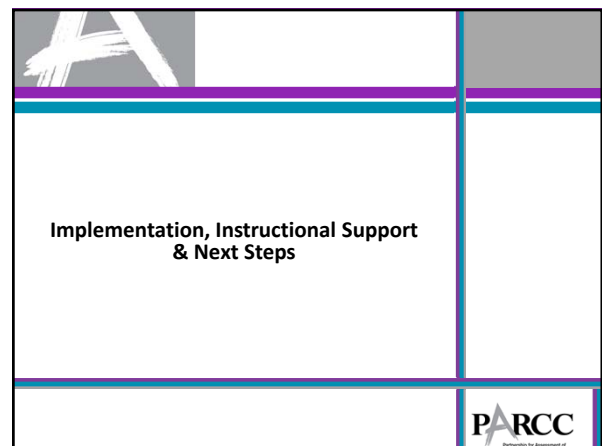
- In English Language Arts/Literacy, whether students:
  - Can Read and Comprehend Complex Literary and Informational Text
  - Can Write Effectively When Analyzing Text
  - Have attained overall proficiency in ELA/literacy
- In Mathematics, whether students:
  - Have mastered knowledge and skills in highlighted domains (e.g. domain of highest importance for a particular grade level – number/ fractions in grade 4; proportional reasoning and ratios in grade 6)
  - Have attained overall proficiency in mathematics

12



- ### Goal #4: Develop 21<sup>st</sup> Century, Technology-Based Assessments
- PARCC's assessment will be computer-based and leverage technology in a range of ways:
- Item Development**
    - Develop innovative tasks that engage students in the assessment process
  - Administration**
    - Reduce paperwork, increase security, reduce shipping/receiving & storage
    - Increase access to and provision of accommodations for SWDs and ELLs
  - Scoring**
    - Make scoring more efficient by combining human and automated approaches
  - Reporting**
    - Produce *timely* reports of students performance throughout the year to inform instruction, interventions, and professional development
- The number 16 is in the bottom left corner.

- ### Goal #5: Advance Accountability at All Levels
- PARCC assessments will be purposefully designed to generate **valid, reliable and timely** data, including measures of **growth**, for various accountability uses including:
    - School and district effectiveness
    - Educator effectiveness
    - Student placement into college, credit-bearing courses
    - Comparisons with other state and international benchmarks
  - PARCC assessments will be designed for other accountability uses as states deem appropriate
- The number 17 is in the bottom left corner.






## PARCC's Implementation Support & Stakeholder Engagement

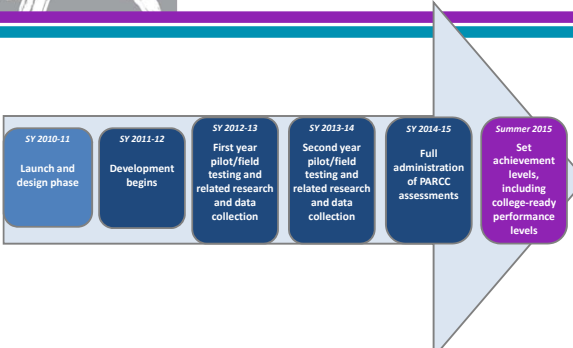
To support state efforts to **implement and transition** to the Common Core and next generation assessments, PARCC will facilitate:

- **Strategic planning and collective problem solving** for the implementation of CCSS and PARCC assessments
- Collaborative efforts to develop the highest priority **instructional and support tools**
- Multi-state support to build **leadership cadres of educators**
- Multi-state support to engage the **postsecondary community** around the design and use of the assessments



19

## PARCC Timeline



20

## Key Challenges for PARCC

Technical Challenges	Implementation Challenges	Policy Challenges
<ul style="list-style-type: none"> <li>• Developing an interoperable technology platform</li> <li>• Transitioning to a computer-based assessment system</li> <li>• Developing and implementing automated scoring systems and processes</li> <li>• Identifying effective, innovative item types</li> </ul>	<ul style="list-style-type: none"> <li>• Estimating costs over time, including long-term budgetary planning</li> <li>• Transitioning to the new assessments at the classroom level</li> <li>• Ensuring long-term sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Student supports and interventions</li> <li>• Accountability</li> <li>• High school course requirements</li> <li>• College admissions/ placement</li> <li>• Perceptions about what these assessments can do</li> </ul>

21

## PARCC Highlights: The Work is Underway

- Governing Board meetings where major decisions have been made around assessment design, procurement schedule, committee structure and by-laws
- Consortium-wide and in-state meetings, including first Transition & Implementation Institute, attended by 200 state and district leaders from 22 states
- Release of final by-laws, draft content frameworks and launch of PARCC website ([www.parcconline.org](http://www.parcconline.org))
- Direct engagement with over 1,000 educators, K-12 and postsecondary leaders and state and local officials

# The Partnership for Assessment of Readiness for College and Careers

July 2011

[www.PARCConline.org](http://www.PARCConline.org)

