Minutes
CUSF Council Meeting at UMUC Largo Auditorium
University of Maryland University College
1616 McCormick Drive
Upper Marlboro, MD

Wednesday, March 15, 2017

ATTENDANCE:

Bowie (2)	Benjamin Arah; Patricia Westerman—by phone
Coppin (2)	Chris Brittan-Powell
Frostburg (3)	Kelly Hall (by phone), Pete Herzfeld—by phone, Robert Kauffman,
Salisbury (3)	Bobbi Adams—by phone, Dave Parker
Towson (4)	Beth Clifford, Ryan King-White
UB (2)	Julie Simon
UMB (5)	Karen Clark, Michael Woolley
UMBC (3)	Nagaraj Neerchal—by phone
UMCES (2)	
UMCP (6)	Ethan Kaplan Qingbin Cui—by phone
UMES (2)	Bill Chapin Robert Johnson
UMUC (3)	Elizabeth Brunn; James Coker (AAB); Sabrina Fu; Dave Hershberg (Alternate); Albert Nekimken; Daniel Mintz (AAB Vice Chair); Theo Stone (AAB Chair)
USM	Zakiya Lee; Paul Walsh

11:01   Call to Order—Robert Kauffman

11:08   Greetings from campus -- Javier Miyares, President, UMUC; Introduction by Sabrina Fu

Sabrina welcomed attendees to UMUC and introduced President Miyares
President Miyares: Thank you, Sabrina. And welcome to the UMUC academic center. We are proud of it. First, the acadmic adv board has been together for about two years this summer, and I believe that it is working very well, and we continue to build on it. We realize that it is a process and it is a journey that we are on together.

The current provost, Marie Feeney, is stepping down as of July 1ˢᵗ and she will stay at UMUC and become a senior researcher. I met with the AAB and shared with them that I would like to appoint an interim provost. We believe that UMUC will not lack for qualified candidates.

I have met with every academic unit worldwide on a listening tour about the achievements of the last 5 years and the challenges we face. I will also have 3 webex meetings with adjunct faculty at 3 different times of day. And I will meet with the faculty in Germany via webex. This process will end by the end of April, then I will put together a 3-page prospectus for the search. I will appoint a small search committee that will be representative of all constituencies. I will not hire a search firm. We hope that in early to mid-fall we will have an appointment.

We also have some initiatives, including UMUC ventures and other new projects. I would be happy to address questions.

Question: Thank you for joining us and hosting. As you know, most institutions in this body have a more traditional structure than UMUC's. Do you have anything to share about what we at the other institutions should be aware of?

President: Thank you. With regard to tenured/tenure-track faculty: We will always have issues and my position is that every institution is evolving differently. I see two areas where I have heard concerns about our faculty:
1. Tenure-track—I am willing to bet that UMUC will continue to have tenure-track professors. Many institutions are moving to having more and more adjunct faculty. But the basic identity of higher education institutions I don't see changing
2. How we do things: We are teaching online, in spite of the fact that in the 1990s it was said that students cannot learn online and that institutions cannot teach online. We were the canary in the coal mine for online teaching. For analytics, we are also at the forefront. And for the issue of how to use technology to teach for better learning. We will look back in 10 years and see that UMUC was doing new, progressive things well. Also, with OER, we are at the forefront. I believe that most 4-year institutions will use OER widely at the lower levels because of the quality of the OERs available. In the USM, the power of the system office is the power of the pulpit. And that can have an impact. But each institution is fairly autonomous. The OER is a good example of that.

Q: The faculty have always been given control over the curriculum, but how does one navigate that with the desire to be on the leading edge, as you have described?

President: At UMUC, we have about 4000 adjunct faculty. Quality control with all of these persons doing their own thing is a challenge.

Q: Regarding the use of only open-source materials, two things concern me: (1) Having people gradate college without reading books is a problem.; and (2) For those campuses that are primarily tenure-track faculty, publishing is important for tenure and promotion review so this could be a problem.

President: With regard to the first part of the question, we are in the process of assessing our usage of OER. I have made clear that if we need, in any course, a published book, the only requirement is that we pay for it and then make it electronic. I am not a curriculum specialist. I think that is the domain of the full-time faculty. I don't know what we need to do in a sociology course, for example. I would just encourage you to look into what is available as an OER.

Q: The intellectual experience of following the trajectory of a book, for example, is an important experience.

Q : I am an adjunct at UMUC. Another thing differentiates us from traditional institutions, and that is that we have adult learners. The experience that you're talking about is a very traditional experience. We don't have that here. We are all looking at the issue of original source materials. In my discipline, we would like for our students to have access to the Harvard Business Review, but it is very expensive. We are working through these issues. That is one drawback about OERs. Also, we are international and our students here can get access to open materials that some students elsewhere cannot access.

President: Studies have shown that in large proportions students do not read their textbooks, but they manage to get passing grades. Also, at the end of the day, it is about the learning. I believe that we need not do things the way we've always done them. We do need to go through the process and ensure that these issues are addressed, but the real issue is what materials a student needs in order to achieve the outcomes of the course.

Robert: We need to bring this to a closure. (1) Good conversation, a lot of good points. (2) The methodology of OER will be addressed by MJ Bishop. (3) Might we bring you (President Miyares) back for a full session in the fall at UMUC to continue the conversation?

President: Absolutely. I'd be delighted.

11:49   Approval of CUSF Council Minutes -- February 2017

We have close to a quorum, but not a quorum. We will review these minutes at the next meeting.

11:52   Report from Senate Chair at UMUC -- Theo Stone (Chair of Academic Advisory Board [AAB]) and Dan Mintz (Vice Chair, AAB)

Theo: It's been almost two years since we rebooted faculty involvement in shared governance at UMUC. The process began with meetings of full-time faculty. Our shared governance group began to take its form. There are 11 members, 10 of them voting. They represent the faculty areas within UMUC.

When the provost announced her pending resignation, the president came to us to assure us of our involvement in the selection of the next provost. We also collaborate with our deans and other leaders in determining the future of our institution. As we transition to OERs, it's going to be a bumpy road. Our OERs are linked into the classroom, so there's a seamless flow of information. This is great, except that students, about a semester or two after completing their classes, can no longer access those materials. We are working to archive these materials. We are finding, in these endeavors, an ear from our administrators.

Dan: The AAB consists of people with broad, long-term experience as well as new people. We've now started inviting CUSF reps to attend and to talk at our meetings, to bring us up to date on issues. One thing we've agreed to do is that the AAB is committed to publishing faculty who receive Regents' awards across the entire system.

Q: How do you see CUSF being useful to you?

Theo: It is critical that we be aware of what's happening at the other institutions. Example: Looking at academic integrity. How this gets played out as either a punishing moment or a teachable moment, especially to our students who are returning to higher education after sometimes 20 years. Knowing how other institutions are handling this is very useful to us. Being part of a family of sister institutions is very helpful in that way.

Q: Can you explain how your AAB members are selected?

Theo: Our AAB is elected by the faculty. There are10 reps. Each category of faculty elect their representatives: 1 from Asia; 1 from Europe; 1 adjunct; 2 program chairs from the graduate school and 2 from the undergraduate program; etc. We meet by web conferencing.

Q: The reports that CUSF representatives bring to AAB are not shared with all faculty. Perhaps we could correct this.

Theo: We're still getting started on AAB. We're not communicating well in general. If there are CUSF reports that we want to expose to the faculty, let's expose them to the faculty.

Dan: As an example, we posted the CUSF newsletter so that it could be accessed by all faculty worldwide.

Q: Is CUSF info shared?

Theo: We have oral reports from our CUSF representatives at the AAB meetings.

Robert: As faculty senate chair, I blast minutes to all faculty, full-time and adjunct. I receive emails back every month from several people that they appreciate receiving the information.

Theo: Right now, there are minutes being taken, including summaries of oral presentations. Minutes are posted on "engage" site for all faculty. I could send out an email to all faculty monthly, letting them

know to access the minutes, if they wish.

Q: As a UMUC adjunct, many of us are very interested in this information. Also, re. the AAB, 9 of the 10 come from the 200 full-time faculty, and only one from the 4000 adjuncts. This is not true representation. On the faculty advisory council, which preceded the AAB, adjuncts were almost half of the membership of the council. I am chair of the adjunct faculty group, which is not a shared governance group. We have no say in educational decision making. And with regard to OERs, our students do read books, but they are supplemented by articles, etc. Students really are doing well in this model. But my concern is that we don't have real representation.

Robert: Thank you, Theo. You and your group are welcome to stay for lunch.

12:13   Report from USM -- Joann Boughman

<u>Note</u>: As part of her report Joann will provide an update on USMx and MOOCs. It is a unique opportunity which is making its way to campuses. For additional information, visit the website at: www.edx.org/school/usmx

12:15 Paul Walsh—USMx

Paul: This is an initiative out of the System. MOOCs were seen as a flash-in-the-pan in 2013-2014. I've passed out a 1-pager on what USMx is. USMx is a charter member of Edx. Our program also includes micromaster. We offer sequences of 3-4 graduate-level courses in a track. In each, there is a threshold of participation, assessments, etc., in order to earn a certificate. Micromaster opens door for that learner to apply information learned in pursuing the certificate and to translate this "prior learning" into ~3-4 credits of a master's program. This can lower the cost of and increase pathways to and through graduate programs. We have had a great opportunity to look at open Edx, and potentially to make it available to the world as a download. Instead of MOOCs (which are "massive")—many institutions are interested in small, private online courses. Feel free to email me at pwalsh@usmd.edu if you would like more information.

Q: What is the benefit of this to us? Don't the institutions lose money?

Paul: Student must pay to be verified participants. If you have an online program now, there may be enough interest for large numbers of enrollees, so that that growth in size would make up for the lower cost per person.

Q: How do these small, private courses or programs work?

Paul: If you have an existing program, but you want to provide outreach to the community, these programs could be used to target enrollment of, e.g., employees in a particular local business.

Q: Which institutions have this?

Paul: UMUC has micromasters. And UB and UMUC collaborate on a global health diploma (Is this right???)

12:31 BREAK FOR LUNCH

12:55 Planning Exercise

Robert: Elizabeth Brunn made a motion that passed at the last meeting to review what we've done this year and to plan what we will do next year. Before we turn to this exercise, some housekeeping: At the April meeting, we will have nominations for the positions on excom. Election will occur at the May meeting. If you are interested in running, you would need a 100-word statement of why you are running and what you would offer. Also at the April meeting, we will have Chad ??? from System to discuss our changing students. It will be a demographically based discussion. At the May mtg, we will have MJ Bishop in the 11 a.m. slot and the chancellor in 1 p.m. slot.

Going back to planning for next year, I hope everybody has had a chance to review the commentaries. The model on page 19 demonstrates that we interact with a lot of entities. We are always interested in how to facilitate discussion across campuses. Our overriding theme this year has been the changing professoriate. We've had several speakers, and we will have a few more. Our speaker for today had to cancel, but we may reschedule him for fall.

As was pointed out with the MOOCs and everything else today, there is a lot of change in higher education. In order to make shared governance relevant, we need to keep ourselves relevant so that we will not be removed and replaced. How can we be relevant within the educational process? We've been looking at this all year. (And Joann sends her apologies that she cannot be here today because she is sick.) We have done a lot this year: regents' awards, and other typical things; action plan; mission; vision; we have done the logo; etc. For this exercise, I developed panels that attendees can go through and indicate what we might like to do for next year. Are there any burning items that people want us to address for next year?

Q: We may wish to leave time available on the agenda for next year and have committees write proposals to be forwarded to the BOR, in fulfillment of our mission.

Q: This is my first year on CUSF, and frankly I don't think we have done enough. I thought that CUSF would represent the faculty to the System. We don't really see ourselves as providing advice and trying to address concerns of the faculty across the System.

Q: A lot of what we do is information sharing. When we come to an issue that represents different perspectives between or among institutions, we are not really acting as a deliberative body. Getting the word out that we exist is a challenge because it is difficult to determine what we do. There is so much that we could share through dialog with the Regents, for example.

Q: We could have committees do work between meetings, rather than in meetings.

Elizabeth Brunn: Perhaps we could walk away today with 3 or 4 ideas for the committees to work on next year, to have them develop white papers, etc. We should provide information about problems as well as solutions.

Robert: Example: Plagiarism. The first stage would be to determine whether it's a problem and to document the problem. The second stage would be to work toward solutions to address the problems. What I'm also hearing is more emphasis on spending out-of-meeting time on committee work and other work.

Q: Some years we are really active; in others not so much. Having committees be more active between meetings would be helpful. Perhaps we could use Slack for this.

Q: Let's say we go through this process, how comfortable would you, Robert, be with the prospect that you may be attacked for bringing controversial resolutions to the BOR meeting?

Robert: If we come on too strong, the regents tune us out. In discussion with Chair Brady and the chancellor, we need to make them think that what we're asking them to do is something that they've wanted to do all along.

Q: I like the idea of offering solutions as well as problems. I also like the idea of building up the academic (research and education) enterprise, instead of spending so much money on infrastructure and sports. If CUSF offered more questions about things that we would like the system to look into, we may develop a more collaborative relationship in which we could raise touchy topics and be heard.

Robert: One of the realities of our system is that it is diversified and that each institution operates fairly autonomously. As such, there are things we can do and things we can't do. A lot of the shared governance action is on the individual campuses. However, one thing we can do is to share between campuses. There is a lot of power in that sharing.

Q: It would also be very helpful if faculty senate officers, for example, travelled to other campuses to meet with faculty senates at the other institutions. We can collaborate and integrate with faculty at other institutions so that we do not stay in our silos.

Robert: I had that as an objective for this year, but it did not materialize.

Q: Part of our issue is that we are invisible. We need to be sure that CUSF reps are sharing what we do here with their institutions. Our issues are not that dissimilar. We should bring issues from our campuses here and work on them at CUSF as a whole and within our committees.

Q: We need to do the hard work of communicating on our campuses what CUSF does. Second, I would love to have us talk about things like how we feel about money going to sports, even if it's not a problem on our own campuses. Also, we have seven very different, siloed schools on our campus. We talk a lot about how to bridge these gaps. Today we (UMB) have the deans coming to the senate to talk about how shared governance works within each of those schools.

Q: In terms of getting word out better, we could use Trish's very detailed, very nice minutes. They could be shared. They go up on the CUSF website, so they can be made available on the campuses.

Q: Because communication is such a big issue, maybe we need a new committee on this. Also, an orientation in that first fall meeting would be very helpful. And this orientation would be not just for new members but also for a representative from each campus to talk about what's happening at his or her campus.

Q: Coming from the smallest institution in the USM, I am so impressed with CUSF and with the potential of CUSF. We share across our institutions basic beliefs and values that are very genuine and critical. And I've felt incredible support from all the institutions across the system.

Elizabeth: We need time to blend as a group, to make connections. We should encourage people to have outside conversations, as mentioned. One of the big things for me at UMUC is that being at CUSF has made it clear to me that our institution is following the lead of the BOR, rather than what we thought, which was that our institutional administration was just dreaming these things up and making us do them. We also need to give back. I want us to research things and then discuss solutions.

Robert: So I'm hearing about two different areas: (1) Process things, i.e., facilitating interaction among campuses through CUSF; and (2) Topical discussion on issues such as plagiarism

Q: The more important problem is how to work on the issues. I think we'll have to strengthen the committees, which in the past have worked very well.

Q: We may also want to look at how we integrate ourselves within our campuses.

Q: An issue right now is that the legislature is trying to get some money out of our fund balances. Another is how shared governance is being done on each campus. What I would like to see is maybe people who are interested could write a proposal to reform the process so that next year we can be more active.

Robert: UMUC motion: We'll hold this over for our next meeting because there is no quorum. At the January mtg, CUSF indicated that UMUC would be cut from 3 to 2 reps, but we didn't indicate when or how this change would occur.

Q: Why is UMUC dropping to 2 reps?

Robert: I addressed it in my February commentary. System makes this decision based on FT faculty at the institution.

OLD/NEW BUSINESS:
None.

2:02 Adjournment

Schedule of Future CUSF Meetings		
Month	**Schedule of CUSF Council Meetings for 2016-2017 Academic Year**	**Location**
April	Thursday, April 20, 2017	TU
May	Monday, May 15, 2017	UMBC
June	Tuesday, June 13, 2017 (optional)	USM, Adelphi