



COUNCIL of UNIVERSITY
SYSTEM FACULTY

Minutes
CUSF Council Meeting at UMBC
Albin O. Kuhn Library
Room 767, 1000 Hilltop Circle
Baltimore, MD
Monday, May 15, 2017

Attendees:

Bowie (2)	Benjamin Arah; Patricia Westerman
Coppin (2)	Chris Brittan-Powell; Mona Calhoun
Frostburg (3)	Robert Kauffman
Salisbury (3)	Bobbi Adams; Craig Ramseger
Towson (4)	Beth Clifford; Ryan King-White; Raj Kolagani; Laksamee Putnam (by phone)
UB (2)	Julie Simon; Jessica Sowa
UMB (5)	Karen Clark; Isabel Rambob (by phone); Michael Woolley (by phone)
UMBC (3)	Kimberly Moffitt (Senate Chair); Nagaraj Neerchal; James Stephens; Lina Zhou
UMCES (2)	
UMCP (6)	Ethan Kaplan (by phone)
UMES (2)	Bill Chapin
UMUC (3)	Elizabeth Brunn; Sabrina Fu; David Hershfield; Albert Nekimken
USM	Joann Boughman; Zakiya Lee; Don Spicer, VCAF-Information Technology

9:58 Call to Order—Robert Kauffman

9:59 Welcome —Robert Kauffman

10:00 April minutes—Robert Kauffman

Recommended revisions:

- Attendance: Add Sabrina Fu and Bill Chapin
- "adjunct" is misspelled

Approved with revisions.

10:01 Nominations, scheduling, and miscellaneous items

Nominations for executive committee members were closed in the April meeting:

- Chair: Robert Kauffman
- Vice Chair: Nagaraj Neerchal
- Secretary: Trish Westerman
- At-Large: Chris Brittan-Powell
- At-Large: Beth Clifford

Also, the executive committee voted not to meet in June 2017.

Call-in problems were noted and addressed.

10:07 Elections

Motion to approve slate of nominees.

Motion, second, vote: Approved.

Motion to elect slate of nominees.

Motion, second, vote: Approved.

10:08 Discussion of Advising: faculty versus "professional model"

The professional model is characterized by academic center advising rather than faculty advising; as such, faculty can focus their student advising on internships, graduate program preparation, etc. At some institutions, some departments opt out of using advisement center advising because of concerns about misadvising by advisement center. At some institutions, an academic advisor is embedded within some departments. This sometimes occurs as an accreditation recommendation. It would be better for academic center advisors to be supervised for the first semester, as is often done in the departments. There needs to be a clear and strong line of communication between the faculty and the advisement center. Advisement center advisors require more training. We will retain this matter as an agenda item for next year.

10:16 Don Spicer—USM accessible technology and information proposed guidelines; seeking CUSF input

Don Spicer described a draft set of guidelines written with assistance from CIOs, five persons who work in disability offices at USM institutions, and others. They were then shared with provosts and student affairs officers. Now they are being brought to CUSF for review and feedback. USM is aiming for consistency among all institutions. Almost no institution is fully compliant with state law and Board

policy at this time. Institutions will be given a couple years to work toward a baseline target before mandating actions. Some activities, such as captioning, are very difficult; perhaps institutions could work together to reach the required level of compliance. USM has been working with libraries to reach their expectations on accessibility, especially with regard to web accessibility in online courses, procurement, and information resources. The next step would be, after talking to stakeholder groups, to distribute the guidelines. Then an addendum with technical requirements, etc. will likely be added. USM will develop an annual review process to ensure that institutions are making progress. USM expects after four to five years for this to move toward a policy. Questions were raised regarding the impact of these guidelines on what materials faculty can bring into classes. MJ Bishop has been promoting open educational resources (OER), which typically are not captioned. This is recognized as a difficult and expensive issue, but USM still needs to determine how to work on it. UC Berkeley, for example—with a large set of online classes—decided not to caption.

Q&A:

Question re. visually impaired students: Assistive devices that will read information aloud from computer screen. When these issues arise, academic affairs offices are aware of the need to address them.

Quality matters (QM) emphasizes the need for captioning, etc. There is a problem, however, with resources.

Question re. math/computer science: How do we convey complex diagrams, network (2- or 3-D products), etc? We need to do better at finding these solutions collectively rather than separately.

Question re. difficult areas other than captioning: Visual access is the most mature. We have the technology that will help support persons with sight- and hearing-impairments, but the challenges are magnified by things like online learning and OER.

We have good support by institutions and organizations that can give us information about *how* to do this, so we do not need to figure this out on our own.

Question re. how much public versus private institutions need to comply with these guidelines: Compliance is needed at any institution that provide education to the public.

CUSF reps can: (1) raise awareness with our institutional faculty on the need to do this, and (2) to push our institutional administrators to provide resources, training, etc.

QM, accrediting bodies, and others are also drivers to this effort.

10:43 Chair's report – Robert Kauffman

Re. ombudsperson: There was a resolution from CUSF several years ago. System provided this support, but it really belongs on the campuses. CUSS has reinvigorated the resolution, so we've been working on a joint resolution to move ombudspersons to the campuses. UMCP has three to four of these positions; UMB has one; Frostburg has a committee; Towson university senate has passed a resolution to have one. CUSS has passed the resolution; student council is approaching passing it; campus administrations have not yet resolved it.

Joann will bring ombudspersons from UMCP and UMB to her June meeting; Robert will bring some of these persons to our September meeting to talk about where the person fits in vis a vis HR, grievance committees, etc. We will not vote on the resolution until September.

Q&A:

Question re. resolution already passed by CUSF in 2011: Why pass another one? According to Robert, the difference is that this is a joint resolution.

The intent of having an ombudsperson is similar across campuses. In terms of implementation, it makes sense for presidents and provosts to take the lead on how to do this.

The resolution says that presidents will develop a plan—not necessarily a person. Several campuses could go in on one person, or a committee, or other approaches could be used. The approaches need to conform to national rules and policies; the plan must be reviewed by the chancellor.

Is this a serious fiscal problem for the small campuses? Joann: Yes. As such, is it best to have someone inside the campus or to have someone shared who is outside of that campus?

One objective might be to have a negotiation before one gets too far into an HR complaint.

UMUC adjunct faculty were told that they now have an ombudsman, but the person is not an advocate; he is a source of information. He is unable, according to the rules of his position, to advocate for one side or the other.

Joann: No new resources would be coming to campus to pay for this. The resources would have to be reallocated.

Question re. very large salary for this position.

Robert: You don't necessarily need to hire a person; you just have to develop a plan.

The main point of the resolution is to place the resolution at the presidents' council so that they will develop plans for it. The joint resolution would be a catalyst in moving the process forward toward implementation.

Re. reapportionment at UMUC: Robert thanked Albert Nekimken for his service, stating that his contribution has been significant.

CUSF year in review: We have accomplished a lot and we have a lot to continue to do.

11:05 The changing professoriate series – MJ Bishop – Director, Kirwan Center for Academic Innovation

"Academic Change and Faculty Roles"

Substantial changes have taken place. The focus will be on the innovations and how they're changing faculty roles. There is a great diversity of activities. Clear and consistent goals have been set for the center; they need to be operationalized a bit more. The Center is challenged by scarce resources, especially because higher education does not reinvest resources into this important component of our core business model. Foundations (e.g., Gate Foundations) want to fund projects, but most of them have an agenda.

Changing demographics of students: Half of students in higher education now are those who have historically been called "nontraditional students. Forty-seven percent are older than 25; not dependents of their parents; often single parents. What is needed, therefore, are extended hours, as these students are working full-time and attending school part-time. Other needs include awareness and teaching approaches that address the dramatic increase in cultural and ethnic diversity in USM; the fact that about 20% of

students at USM need remediation and that almost 30% receive Pell grants and less than 50% of these students graduate; an expected increase in ESL needs and increases in first-generation college students; an expected drop in the African-American population, and increase in Asian- American and Latino-American populations. We need to meet the students where they are. What are the changes that faculty need to make?

Q&A:

Do you believe that all students should go to college? MJ: I don't have a real answer for that. I think there are multiple paths. We need to provide more academic support to facilitate degree completion.

When we look at students who have two full-time jobs and are taking three courses, we need to help them to address choices, priorities, etc. We need to communicate often and provide support and encouragement and reminders, etc. Our workload is very heavy so: (1) We need to look at our workloads, and (2) We should be able to expect the students to commit themselves as well.

Revising a face-to-face course to hybrid or online requires a great deal of time, and faculty are not given release time to do it.

Many students do not care about learning; they just want the piece of paper. We are always told that we need to be engaged, etc. with our online classes, but are the students really engaged? The true issue may be that many students don't know what they need to do to succeed, but they think they know. We need to tell them.

11:45 Break from presentation for remarks from Freeman Hrabowski—President of UMBC

We consider the faculty senate here "thought partners." We share with them problems for which we don't have a solution. The objective is to get the benefit of a broad range of thinkers' perspectives. The greatest challenge of higher education right now is to create a climate that encourages people to say what they think, whether we like it or not. One must be proactive about this process. We are working to build good citizens. Civility can include disagreeing agreeably. Civility should not be seen as weakness.

We are delighted to have you (CUSF) here. You're a very important group. You discuss substantive academic issues.

11:52 MJ Bishop continues

Q&A:

How do we navigate processes relating to instructional design by persons who don't know content? MJ: We work closely with the content experts, and we bring to them the latest approaches for improving teaching and learning using technology.

Question re. pedagogy and heutagogy = learning as nonlinear, peer-to-peer and decentered. Discussion about how to facilitate this approach.

Question re. college readiness: Shift from teaching future K-12 teachers to prepare their students better to focusing on meeting the students where they are, as if we've given up on the former approach.

Many of our students do not have the skills they need to do college-level work, which brings on other problems, including academic dishonesty. We need to find a way to present these nontraditional learners with ways to accomplish/achieve standards that we have for them, so that they won't go out and cheat or buy papers, etc. Many faculty will pass any student and then those students expect easy high grades. MJ: I

do not suggest that faculty take on a greater burden, but rather try out some adaptive learning processes to help students work through particular concepts or concerns, etc.

Question re. re-evaluating the credit hour and other issues: MJ: We may wish to look more at collaborating—co-teaching, create curricula where it doesn't yet exist in relation to the workforce; employers are asking for some of the same skills that our general education (gen ed) courses provide. We need to help students to connect the dots to see that gen ed programs have helped them to develop e.g., problem-solving skills, etc. that are very marketable and useful to employers.

How is all of this information communicated to the campuses? MJ: I communicate monthly with persons at the institutions to tell them what initiatives we have available.

Discussion re. internship program in which we require students to pay thousands of dollars to work for free for someone. And we're thereby taking away the entry-level positions that our students might gain upon graduate, because interns are in those positions.

Question re. students who arrive underprepared in college algebra. There is a need to review our lower-level math courses. Also, in saying students are not college ready, we mean that they lack study skills, note-taking skills, listening skills, etc. Perhaps orientation to college/freshman seminar/etc. should include/comprise development of these skills.

12:12 Lunch – Committee meetings

12:50 Committee reports

Faculty concerns committee:

I. Family Medical Leave Act (FMLA) Concerns about limitations: (1) taking family medical leave only twice; (2) if both partners work at same institution, only one partner may take the eight-week leave

Zakiya: There is a workgroup on FMLA. CUSF reps on that group have agreed to meet with a new workgroup.

II. Ombudsperson: Concerns: (1) seek assurance of shared governance; (2) assurance of resources to support it.

RBK: The president decides how to approach the issue and what, if any, resources will go to this effort "in consultation with shared governance groups."

Legislative affairs committee:

I. Please ask your faculty senates what issues may be of concern to them and that you could bring to us.

II. We are on record as being in favor of every USM institution having the right to collective bargaining. Nagaraj suggested bringing up the matter at the next Senate Chairs' meeting. Email Chris Brittan-Powell with any ideas.

Education Policy:

Academic dishonesty: We are going to write a white paper on plagiarism, fraud, and cheating. Then we want to identify causes. Then we will develop best practices, policies, distinguish "zero tolerance" violations versus teachable moments, etc. We will also look at leveraging the economy of scale at the system level, e.g., how to write certain types of documents, (e.g., Purdue OWL).

Membership and Rules:

Nothing new to report.

1:05 Kimberly Moffitt—UMBC Faculty Senate President

Welcome to campus. I just finished my first year and I have been elected to serve for one more year. We meet monthly. We have 32 representatives—one per department, including the library. We are also joined by academic administrators. The president and provost sit with the president and vice president of faculty senate. President Hrabowski gives a 10-15 minute update and stays about 30 minutes and excuses himself. The provost stays for the full meeting.

Our recent accomplishments include the following:

We have created a 3rd tier lecturer—full-time term contractual position. Approved last Tuesday.

We have moved to having all student evaluations online. This has taken many years to reach implementation this academic year. We had to make changes to promotion and tenure policies, so we focused this year on how we evaluate faculty using this online tool. Our STEM departments were concerned about how this information is used in promotion and tenure processes. One concern is an expected low response rate, in relation to hard copy evaluations. Some departments have expressed interest in adding qualitative measures for evaluation of teaching.

We are celebrating the 50-year anniversary of UMBC.

Q&A:

Question re. adjunct faculty role (if any) in faculty senate. Kimberly: A lecturers can serve as a faculty senator, if elected by a department. We do have an adjunct faculty advisory committee (AFAC) on campus, and I sit on that committee. The chair of that body appears on the senate agenda once per semester. Adjunct to tenured faculty ratio is much lower than at other campuses, but some departments have higher or lower ratios than others.

1:25 USM report—Joann

The chancellor appreciate the timely submission of shared governance reports.

On the concept of systemness: There is a continued emphasis on how campuses may utilize each other to make the whole greater than the sum of its parts. Much of this can happen at the faculty level because of discipline-based discussions.

Education Policy & Student Life (EPSL) committee meeting tomorrow at Coppin: There will be a panel, asked for by BOR, of student affairs person, a provost (Tim Chandler from Towson), and a visa specialist (from UMB).

The provost will discuss faculty recruiting, international travel and faculty exchange programs.

The student affairs person will discuss the "cost of fear," i.e., the impact of the perceived crackdown on undocumented immigrants on students.

The Visa specialist will address the delay in premium visas, etc. and the impact on institutions.

Bowie State University has a new president, and UMCES is in the late stages of their presidential search.

There will be 74 graduation ceremonies on campuses this month.

Across the System, applications from foreign students are down. There are serious concerns on some campuses as a result.

On the Coalition lawsuit, the two proposals are about \$1 billion apart. Final submissions are before the judge right now.

1:38 Action and informational items

Robert thanked Beth Clifford for her excellent work on the newsletter.

The media updates/hotline is Mike Lurie's work. We will move this into the orientation for new CUSF representatives. We will provide the orientation for one hour just before the first CUSF meeting this fall.

If there are any themes or programmatic things that may be of interest to this membership, please send them to me.

We will probably be at UMB for September. We may meet at Shady Grove to highlight the collaborative programs within the system.

1:58 Old and New Business

Nagaraj Neerchal acknowledged and thanked the many staff people who contributed to the meeting today.

Benjamin Arah asked, because BSU has a new president, if a CUSF meeting could be held at BSU next year.

RBK: Agreed.

2:00 Adjourn