

**UNIVERSITY SYSTEM OF MARYLAND
BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY
MINUTES OF THE MEETING OF MARCH 24, 2010**

The Committee on Education Policy of the University System of Maryland Board of Regents met in public session on Wednesday, March 24, 2010, in the Margaret Brent Room of the Adele Stamp Student Union on the campus of the University of Maryland, College Park, in College Park, Maryland, beginning at 9:30 a.m. Present were Dr. Florestano, Chairperson; Ms. Elfreth, Ms. Gooden, Mr. Johnson, Mr. Kendall, Rev. Reid, Mr. Slater, and Dr. Young. Also present were Dr. Arisman, Dr. Avery, Ms. Beise, Dr. Bogomolny, Mr. Bowden, Dr. Braha, Dr. Copes, Ms. Doyle, Dr. Farvardin, Dr. Gartner, Ms. Goedert, Dr. Gold, Dr. Goldstein, Mr. Hamilton, Dr. Hirshman, Ms. Hollander, Dr. Hudgins, Ms. Jamison, Mr. Lurie, Ms. Marionni, Dr. Miles, Ms. Moultrie, Mr. Muntz, Dr. O'Bryant, Dr. Olmstead, Dr. Orlin, Dr. Passmore, Ms. Pearl, Ms. Shaheed, Dr. Talley, Dr. Thomas, Dr. Tilghman, Mr. Vivona, Dr. Ward, Dr. Watson, Dr. Welsh, Dr. J. Williams, Dr. Wolfe, members of the press, and other observers.

Dr. Florestano called the meeting to order. The agenda items were discussed in the order reported in the minutes; copies of materials distributed at the meeting are on file with the official minutes of the meeting.

UMCP Provost Dr. Nariman Farvardin welcomed the Committee to College Park and spoke briefly about some of the institution's recent activities and accomplishments.

1. New Academic Program Proposals.

Ms. Hollander introduced the topic of new academic program proposals, and she pointed out that the additional information about curricular requirements that Mr. Slater requested at the last meeting has been included in these proposals. She added that Dr. Goldstein and UMUC Provost Dr. Greg von Lehmen are serving on an MHEC workgroup that will likely recommend additional changes to the program proposal format, some of which might be significant, and that the Committee might anticipate major changes in the format of proposals before them beginning in the fall.

a. Coppin State University: Doctor of Nurse Practice.

CSU's Interim Provost Dr. Marcella Copes observed that these are exciting times at Coppin. She recognized CSU President Avery in the audience and described each of the new program proposals briefly.

Dr. Florestano noted that there appears to be some common themes among the new programs being proposed, including service to the surrounding community and increased technological competency. Dr. Avery said that Coppin has received numerous awards for technology over the past couple of years, adding that increased technological competency has potential to help address retention and graduation, outreach, and other areas of concern and interest. He noted that earlier this month, Coppin was the only institution in the state of Maryland to receive the highly competitive \$932,116 grant awarded by the U.S. Department of Commerce under the Broadband Technology Opportunities Program (BTOP). The funds will go to establish the Coppin Heights-Rosemont Family Computer Center, which will provide broadband computer access, job training, and various educational and mentorship programs to 35,000 residents of the neighboring Coppin Heights-Rosemont community, an area where it is estimated that less than five percent of families subscribe to broadband service.

Dr. Copes then introduced Dr. Joan Tilghman of the School of Nursing, who presented the proposal for the Doctor of Nurse Practice degree program. Dr. Tilghman noted that the impetus for the program was the major paradigm shift that has occurred in the education of Nurse Practitioners nationally, due in part to the American Association of Colleges of Nursing's

(AACN) decision in October 2004 to adopt the goal that preparation for specialization in nursing should occur at the doctoral level by 2015. She said that development of the practice doctorate is also supported in a recent National Research Council report that notes the need for the nursing profession to develop a “non-research practice doctorate” to prepare expert practitioners who can also serve as clinical faculty.

Dr. Tilghman reported that there are currently about 120 DNP programs nationally. In Maryland, both UMB and Johns Hopkins have DNP program; neither Maryland program has an option for post-baccalaureate students nor does either currently offer distance education or weekend options for students. Coppin will eventually phase out its existing BSN program in nursing practice, Dr. Tilghman added.

In response to a question from Dr. Florestano, Dr. Tilghman said that CSU has collaborative relationships with Maryland General Hospital and with the Medstar hospitals. In addition, there is a nurse-managed clinic on campus that provides health services to faculty, staff, and students as well as to local residents. This clinic provides practice opportunities for all nurse practitioners, permitting faculty to translate their research into practice.

Mr. Slater asked about employment opportunities for graduates. Dr. Tilghman said some will become involved in teaching at universities, while others will engage in clinical practice. Nurse practitioners are filling a void, she said, created by a scarcity of family care physicians. She mentioned the “minute clinics” that are located in area pharmacies as one employer of nurse practitioners. Mr. Slater asked how DNP graduates will differ from “regular” certified nurse practitioners. Dr. Tilghman said that DNP graduates will engage in evidence-based clinical practice, not only providing care but also implementing strategies developed in research settings. Mr. Slater asked if the DNP program will be offered at the USM regional centers; Dr. Tilghman said that while the program will be offered only on campus in the first year, Coppin hopes to extend the program both regionally and nationally in the future. Mr. Slater noted that the revenues exceed the expenditures and asked if the program will be a money-maker. Dr. Tilghman said the program is partially funded by grants, including a nurse support grant and an HBCU Congressional earmark that together account for about \$80-100,000 in revenue annually.

Dr. Reid commended Coppin on developing this program, noting that it is historic and important in terms of recent information on health disparities.

Following discussion, Dr. Reid moved, Mr. Slater seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from Coppin State University to offer the Doctor of Nurse Practice.

b. Coppin State University: B.S. in Non-Profit Leadership.

Dr. Copes introduced Dr. John Hudgins and Ms. Tenyo Pearl, who presented the proposal. Dr. Hudgins noted that many of Coppin’s graduates from a variety of disciplines are going to work in non-profits. The proposed Bachelor of Science in Non-Profit Leadership is designed to provide its graduates with a broad understanding of the role of philanthropy and not-for-profit organizations in addressing major areas of social functioning in society and the requisite skills and perspectives to assume leadership roles.

Dr. Florestano asked about the rationale for locating the program in the social sciences rather than in business and management. Dr. Hudgins said that while there is a minor in non-profit leadership that is offered jointly with management science, the major as configured is not seen as a logical part of the management science school. The program goes beyond fundraising and

financial concerns to provide students with competencies in board relationships, agency/organization administration, community outreach and program planning, he said. Dr. Avery added that there was a similar discussion at South Carolina when he was there; the requirements within an accredited school of business are more stringent and larger, wealthier institutions sometimes put similar programs in their business schools, housing the program in the social sciences provides more flexibility for students.

Ms. Gooden asked about faculty resources, and Dr. Hudgins said that most of the courses for the program are already in place and there are a number of faculty in the social sciences who have experience in non-profit organizations. Mr. Johnson asked if the program will address the challenges of dealing with non-traditional fundraising and different populations. Dr. Hudgins said that one of the required courses, NPLS 400 (Diversity, Philanthropy and Fundraising), will include strategies for working in the black community as well as hands-on experience for students in the program.

Mr. Slater noted that he did not find a statement in the proposal about similar programs offered elsewhere in the state. Dr. Hudgins said that the College of Notre Dame has a bachelor's, master's, and certificate program; Ms. Pearl added that it is a fairly new program that graduates about 20-30 students a year. Rev. Reid said that he doesn't question the rationale for keeping the program in the social sciences. He added that it is a great program.

Following discussion, Rev. Reid moved, Mr. Slater seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from Coppin State University to offer the Bachelor of Science in Non-Profit Leadership.

c. Coppin State University: M. Ed. in Contemporary Educational Leadership.

Dr. Copes introduced Dean of the School of Professional Studies Dr. Beverly O'Bryant and Interim Dean of the School of Education Dr. Susan Arisman. She then introduced Dr. Jacqueline Williams and Dr. Marjorie Miles, who presented the M.Ed. proposal.

Dr. Williams reported that when MSDE sent Coppin its approval letter for its program to certify Administrator I's, it included a suggestion that Coppin develop an M.Ed. program in Contemporary Educational Leadership. Currently, students cannot come into the Administrator I program without a master's degree. This proposed program will meet a variety of needs – (1) obtaining Administrator I certification; and (2) a Masters of Education; as well as (3) flexible scheduling to meet the needs of the adult learner. The courses offered in this program are open to educational professionals who hold a bachelor's degree seeking an M.Ed. with an emphasis on school leadership. Upon completion of this course of study graduates will also be prepared to take the School Leadership Licensure Exam, Dr. Williams added. She said that the program addresses a missing link in the Baltimore City Public Schools – distributed leadership.

Dr. Florestano asked how many universities in the state offer master's programs in school administration; Dr. Williams said that all colleges of education offer the program. In response to a follow-up question, Dr. Williams said that the program will offer both thesis and non-thesis options.

Dr. Florestano asked if Coppin plans to offer the Ed.D.; Dr. Williams said it is on the long-term agenda. Dr. Goldstein said that the need for the proposed program is clear and that both the M.Ed. and the Ed.D. are within CSU's mission. Ms. Elfreth asked if the master's program is concentrated on Baltimore City; Dr. Williams responded affirmatively, noting "we're in the trenches." Ms. Gooden noted that common threads in the CSU programs include on-line and

hybrid courses, and she asked if the infrastructure was in place to support those elements. Dr. Williams assured her that they are; Dr. Avery added that as the institution grows, they continue to monitor technology resources to ensure that programs are well supported.

Following discussion, Mr. Johnson moved, Mr. Slater seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from Coppin State University to offer the Masters of Education in Contemporary Educational Leadership.

Dr. Florestano noted that all three CSU programs are impressive, but she would like to know if there are any plans to eliminate programs. Dr. Copes said that there is a review of the existing program inventory underway to determine if there are programs that are not productive or that are not meeting student and community needs.

d. University of Maryland Eastern Shore: B.S. in Rehabilitation Psychology.

Dr. William Talley, Assistant Dean for Pharmacy and Health Professions, presented the program; he noted that the provost, Dr. Charles Williams, was unable to attend the meetings due to an accreditation visit on campus.

Dr. Talley said that the program is being proposed because it has been a growth career for over twenty years and is expected to continue to grow, yet UMES did not have a program in rehabilitation psychology, which is a natural fit with its existing program inventory in the allied health fields. He said that the program will provide an interdisciplinary approach to rehabilitation services, incorporating the behavioral study of psychology. The proposed program was developed in accord with the suggested guidelines established by the American Psychological Association (APA), as well as those established by the National Council on Rehabilitation Education (NCRE). Dr. Talley characterized the proposed program as “an opportunity to provide opportunities for students.”

Dr. Florestano asked Dr. Talley to explain the difference between rehabilitation counseling and guidance counseling, for example. Dr. Talley explained that while guidance counseling is geared at helping people assess their strengths and weaknesses and make good choices about how to proceed in life, rehabilitation counseling focuses on working with individuals with disabilities, whether they are developmental, physical, or related to drug or other substance abuse, for example. Rehabilitation counselors must have knowledge of both the physiological and the psycho-social aspects of the disability affecting the client.

Dr. Florestano asked if there was a similar program at UMB. Dr. Talley said that there is no similar program in the USM; the closest undergraduate program in rehabilitation counseling is at the University of North Carolina – Chapel Hill, although he noted that the UMES program more closely resembles the program offered at the University of Wisconsin.

Dr. Goldstein noted that this program is significant in that graduates with a bachelor's degree can either go to graduate school or directly into the workforce; in virtually all other fields of psychology, a Ph.D. is required for licensure. Dr. Talley thanked Dr. Goldstein for his comment, and agreed that an important aspect of the proposed program is that graduates will have the opportunity to pursue entry level employment in such fields as human services, rehabilitation, and drug addiction counseling or to enter graduate programs in psychology, rehabilitation, and counseling. He said that it is anticipated that 15-30% of the graduates will pursue graduate program opportunities at UMES or through programs offered at other USM institutions, while the majority of students will seek employment immediately after graduating.

Dr. Florestano asked if the program will be offered on line. Dr. Talley said that UMES does have a large number of on-line offerings and hat many courses in this program will be offered on line.

Following discussion, Rev. Reid moved, Mr. Slater seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from the University of Maryland Eastern Shore to offer the B.S. in Rehabilitation Psychology.

e. University of Maryland University College: M.S. in Cybersecurity Policy.

UMUC's Assistant Provost Dr. Marcia Watson introduced the proposal, explaining the difference between the M.S. in Cybersecurity, approved by the Board last year, and this program. She noted that the proposed new program is actually an outgrowth of the existing M.S. in Cybersecurity, which focuses on technical and applied aspects of maintaining secure cyberspace. The proposed program will focus on issues related to developing and administering effective policies in the area of cybersecurity. The curriculum for the proposed program consists of six six-credit courses, she added.

Dr. Watson then introduced Dr. Alan Carswell, Chair of Information & Technology Systems, and Dr. Jim Chen, Program Director in Applied Computer Systems and Information Assurance. Dr. Florestano commented that, in reading the proposal, she had been particularly impressed that UMUC took the time to document specific job openings for prospective graduates and to report on the lack of similar programs available in Maryland and elsewhere. She said she recalled that UMUC has some special designation as a Center of Excellence. Dr. Carswell responded that in fact UMUC is one of six universities in Maryland certified by the National Security Agency (NSA) as a National Center of Academic Excellence (CAE).

Ms. Gooden said that she will attest to the need for individuals with the sort of specialized graduate education and training that UMUC proposes to offer its students. Cybersecurity is one of the major challenges of the 21st century, she said. She added that her position at Lockheed Martin also qualifies her to attest to the quality of the UMUC programs in the areas of information assurance and homeland security.

Following discussion, Ms. Elfreth moved, Rev. Reid seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from the University of Maryland University College to offer the M.S. in Cybersecurity Policy.

2. Proposal to Create a New College of Public Affairs at the University of Baltimore.

UB President Dr. Bob Bogomolny presented the proposal for the new School of Public Affairs. He noted that UB is undergoing a period of evolutionary change; growth raises fundamental issues regarding 21st century education. He noted that UB is moving toward a new marriage of general and technical education; technology is just a tool, Dr. Bogomolny said, and content will be the challenge.

Dr. Bogomolny said that the College of Liberal Arts was a "conglomeration" of programs that resulted from growth. While the growth was not haphazard, he said, it was not based on philosophical underpinnings and so there were programs in the College of Liberal Arts that might be more comfortably housed under a different umbrella.

Dr. Bogomolny said that the new College of Public Affairs will consist of academic programs and faculty members that are currently part of the College of Liberal Arts. The proposed new

college will house graduate programs in public administration and negotiation and conflict management; graduate and undergraduate programs in criminal justice, health systems management, and human services administration; and undergraduate programs in government and public policy and international studies. The creation of the school is congruent with UB's existing separate professional schools of business and law and is consistent with academic practice in higher education where professional programs in public administration, criminal justice, health administration, and policy are typically located in a separate, first-level academic unit distinct from the first-level units that include the types of academic programs focused in traditional colleges of arts and sciences. The College will include three Schools (Public and International Affairs, Health and Human Services, and Criminal Justice) as well as the Schaefer Center for Public Policy, he said, adding that this is not an unusual way for an urban institution to organize itself.

In addition, with the creation of a separate College of Public Affairs, the College of Liberal Arts will be renamed the College of Arts and Sciences. Dr. Bogomolny said that this does not imply that UB will be bringing forward a proposal for a Ph.D. in chemistry, but rather that it is important that the institution offer basic science curricula for which it never had a need before admitting freshmen and sophomores. The renamed College will focus its efforts on undergraduate education (including general education for UB's new lower-division students) and will strengthen and expand its offerings in traditional arts and sciences disciplines, both undergraduate and graduate.

Dr. Bogomolny said that UB is not proposing new funding at this time but will fund the costs of the administrative structure for the new College and the one-time transition costs through reallocation of existing resources and by directing funds from enrollment growth to enhanced instructional capacity.

Dr. Florestano asked if Dr. Bogomolny anticipates more program development to serve freshmen and sophomores. He said that UB needs to continue to evolve, to expand and add to its program inventory. Given its existing strengths in international business and international law, for example, the addition of foreign language offerings is likely, he said.

Mr. Slater commented that he was impressed by the logic of the proposal and by the clear delineation of how the shared governance process worked as the proposal moved forward. Dr. Bogomolny indicated that the credit goes to Provost Dr. Joe Wood and to Dr. Larry Thomas, who is currently the dean of the present College of Liberal Arts and who will be the founding dean of the new College of Public Affairs. He acknowledged that the proposal was "very threatening to a lot of people who are used to sitting in particular boxes," and he said that the way that Drs. Wood and Thomas got the community to step up and engage was impressive. He noted that the time from the development of the initial proposal to its presentation today was less than six months, "warp speed by higher education standards."

Mr. Kendall congratulated Dr. Bogomolny on all he has accomplished at UB, particularly in terms of growth. He said that this proposal makes good sense as well, but he noted that the programs being discussed here are not unique. We have so many institutions in the Baltimore area, Mr. Kendall said, that he keeps wondering if we should keep creating more programs or if we should just enhance those that already exist. Other institutions have criminology and public affairs, for example, he said. Dr. Bogomolny acknowledged that Mr. Kendall's question is an important one, and he noted that it is a question that UB asks itself routinely but in a slightly different way. He said the UB question is: "What differentiates us from all the other institutions in the Baltimore area?" Dr. Bogomolny said that UB's answer is that it is culturally very different

from the other area universities; its students are older, and they need programs offered in the evening and on weekends. He said that data suggest that the demand for higher education exceeds the supply of programs; even with the number of schools operating in Baltimore there is not enough room at the inn for everyone who wants a place. The area institutions are very different in terms of student choice; UB is a true urban campus, there are no sports teams, its students are focused on career development. Dr. Bogomolny said that the students who will go to UB are different from the students who go to UMBC or to Morgan or to Towson.

Following discussion, Mr. Slater moved, Ms. Gooden seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the proposal from the University of Baltimore to create a new College of Public Affairs.

3. Programs of Cultural Diversity Progress Report.

Associate Vice Chancellor for Academic Affairs Dr. John Wolfe presented the progress report, noting that Board approval is mandated by law. Senate Bill 438 and House Bill 905 signed in the 2008 legislative session require that each institution of higher education in Maryland develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. If an institution already has a cultural diversity program, it is to develop and implement a plan for improving the program. Plans must include an implementation strategy and timeline for meeting goals, a process for responding to reporting campus-based hate-crimes and bias-motivated incidents, and a summary of any resources, including State grants, needed by the institution to effectively recruit and retain culturally diverse student body, faculty, and staff. Institutions are also required to enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff. Dr. Wolfe said that the law requires that, on or before May 1 of each year, each institution shall submit its plan to the governing body of the institution for the governing body's review. Further, on or before August 1 of each year, the governing body of an institution shall submit to MHEC a progress report regarding the institution's implementation of its plan.

Dr. Wolfe noted that "cultural diversity" is defined in SB 438 and HB905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. The USM institutions have taken a more inclusive approach to reflect guidance from the Attorney General's office dated May 15, 2008, that states, "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations."

Dr. Wolfe noted that the reports submitted this year respond to the request from the Regents when they received last year's reports to include data on the numbers of faculty, staff and students involved in cultural diversity programs. He then discussed highlights of the institutional reports that were highlighted in the summary report included with the agenda.

Dr. Florestano said that she is not sure what the Committee's or the Board's role is in the process. Dr. Goldstein suggested that the Board should recognize that each institution is trying to do a lot with limited resources; if you look at literature across the country, he said, there's agreement on what institutions need to do, e.g. bridge programs, mentoring, small learning communities, but the issue becomes how to pay for it. Dr. Goldstein said that he is very impressed with what the institutions can do with no additional resources and with the support and encouragement provided by the Board and the Chancellor. There is no escaping the fact, however, that, given the promises we've made to ourselves, everyone is beginning to worry about resources.

Mr. Slater said that there seems to be consensus on what to do but none on how to do it. He asked if it would make sense to study best practices across the country and to “pick one” for all USM institutions to adopt. Dr. Goldstein said that the reports demonstrate similar activities at all of the institutions, but the processes reflect the different institutional cultures, which is appropriate.

Ms. Gooden asked if the USM has a forum for the sharing of best practices in promoting cultural diversity. Dr. Wolfe noted that the USM Diversity Network has existed for many years and in the past sponsored an annual conference on diversity issues; that group has been defunct since 2008 due to lack of resources to sponsor the conference, but it could be revitalized to facilitate sharing of best practices. Dr. Goldstein added that the provost group (the Academic Affairs Advisory Council, or AAAC) includes this issue on its agenda, particularly as it relates to achievement gap concerns.

Mr. Kendall asked if the HBCUs work on integrating their campuses as part of the push for cultural diversity. Dr. Wolfe suggested that this is something on which the Board needs to take a position. This is a Board policy decision, he said, that the institutions could be charged with implementing. Dr. Avery said that CSU is making a concerted effort to diversify its student population through recruitment of students out of high school, community college articulation, and unique academic programs that will attract all students. Mr. Kendall acknowledged that this is an issue that the Board should address directly.

Mr. Johnson asked if it might be feasible to operate pilot programs among a small group of institutions. Dr. Wolfe said this is a suggestion for discussion at AAAC and in the Diversity Network.

Rev. Reid asked what sort of diversity exists among the tenured faculty, noting that the data in the reports did not break faculty out by category. He said he is still disturbed about two things. First, the reports are wonderful, but economic constraints are always the issue, as they have been for the past 40 years; we need to commit to finding funds rather than using lack of funding as an excuse for inaction. Second, he questioned what we mean by “diversity,” asserting that we cannot use 20th century models in the 21st century.

Following discussion, Ms. Elfreth moved, Rev. Reid seconded, and the Committee on Education Policy unanimously recommended that the Board of Regents approve the annual progress reports on cultural diversity from the USM institutions for submission by August 1, 2010 to the Maryland Higher Education Commission as required by law.

Dr. Bogomolny commented that collaborative programs across campuses can go a long way to promoting diversity.

The Committee then turned to the information and discussion items on its agenda. Dr. Florestano suggested some reordering of the agenda and asked that presenters be as succinct as possible since time was limited.

4. Report to the Committee on the Status of the University of Maryland, College Park School of Public Health.

Dr. Farvardin introduced Dr. Robert Gold, Dean of the School of Public Health; Dr. Gold noted that he had prepared a slide presentation (a copy of which was provided to the Committee), but in the interest of time he would just make a few brief comments on the progress the School of Public Health has made since its approval by the Board in June 2007.

The School has made substantial progress in the last two years in its development, Dr. Gold reported. It now included six academic units, including five academic departments and the Maryland Institute for Applied Environmental Health. To complete accreditation requirements, the School has:

- recruited the required minimum complement of faculty in each of the five core disciplines of public health (September 2008);
- enrolled students in each of its PhD programs (September 2008);
- graduated students from each of its five masters in public health concentrations (Spring 2009);
- completed its required two-year self-study (August 2009); and
- successfully completed its first accreditation site visit as a school (October 2009).

The School expects to have a formal report on its accreditation as a School of Public Health from the official accrediting body, the Council on Education for Public Health (CEPH), in July, Dr. Gold added.

The building housing the School has undergone a \$15 million renovation funding through HEIF and collateral funding that has resulted in 48,000 square feet redesigned to meet program needs. In terms of programming, the baccalaureate program in public health sciences was initiated at the Universities at Shady Grove in Fall 2009, a newly approved College Park Scholars Program in Global Public Health will commence in Fall 2010, a post-baccalaureate certificate program in global public health is also slated for Fall 2010, and executive and on-line MPH programs are projected for implementation in Fall 2012.

Dr. Gold noted that the School has also completed formal agreements on two newly endowed research and service centers - The Herschel S. Horowitz Center for Health Literacy and The Madieu Williams Center for Global Public Health Initiatives. In addition to increasing its funded research portfolio significantly, it has also successfully competed for and won designation as a U.S. Center for Disease Control and Prevention, "Prevention Research Center" in its first year of eligibility.

There has been a dramatic increase in undergraduate enrollment, from 600 to roughly 1,700 students; plans are underway to cap enrollment so as not to severely strain existing resources, Dr. Gold said.

Dr. Florestano congratulated Dean Gold on a "marvelous job." She noted that, when the Regents approved the School of Public Health, there were plans for significant collaboration with the University of Maryland, Baltimore. Acknowledging that the UMB plans for a School of Public Health are lagging considerably behind UMCP's timeline, Dr. Florestano said she was nonetheless surprised that Dean Gold did not mention UMB at all. Dr. Gold said that, even though UMB's goal of creating a School of Public Health appears to be on hold, the two institutions are still collaborating, and he said he will provide an addendum to his presentation to share information about existing and planned collaborations with the Regents.

5. Report to the Committee on the Status of the Coppin State University School of Management Science and Economics.

Dr. Marcella Copes said that when Coppin presented its proposal in 2007, it asserted that it was asking for only a name change from a department to a school, since Management Science had been in place as an academic offering since 1976. In making the change, Coppin moved

toward a more typical model consistent with how Management Science is treated nationally, she said. The name change was intended to provide more visibility to attract students to the functional areas of management education and also to improve placements of graduates from the programs it houses. Dr. Copes introduced Dr. Haptu Braha, who is the dean of the new school.

Dr. Copes reported that the School of Management Science and Economics is thriving; it has exceeded student enrollment projections and is focused on improving its academic core curriculum. The School is in the process of implementing its strategic plan, a copy of which is included in the report to the Committee. Dr. Florestano asked about the enrollment increase; Dr. Copes said that a focus on the academic core and improved retention and graduation rates were contributors to the increase. Dr. Florestano asked about the ability of the faculty to handle the larger enrollment; Dr. Copes said that CSU continues to search for new faculty, but recruitment and retention have been and will continue to be challenges given that faculty salaries in management science are high nationwide.

Mr. Slater noted that the policy calls for budget projections, and he suggested that perhaps the policy should also ask for historic budget actuals for use in evaluating the school's progress. Dr. Goldstein said that he would bring the suggestion to the provosts' group for discussion of a possible policy change.

6. Financial Literacy Education at the University of Maryland, College Park.

Dr. Florestano provided a bit of background on this item, and then Dr. Farvardin introduced Ms. Sarah Bauder, Assistant Vice President for Student Financial Aid, who shared with the Committee information about the ways in which her institution is tackling the issue of financial literacy.

Ms. Bauder said that, given the current state of the economy and rising indebtedness, financial literacy is becoming increasingly important in the lives of students, yet many students who enter college are unaware of the basic tenets of economics let alone financial management. She notes, "Of the students we counsel, we have found that a large majority do not understand many financial concepts such as how interest can work for them or against them, or how credit works, or the difference between needs and wants. She added that the concepts of bad debt versus good debt are unknown.

Ms. Bauder said that the "what if" questions are key to making students understand the importance of financial literacy, and she said these are addressed in presentations and training programs for various campus groups. She said that trainers use "javanomics" to communicate with students: If every day I use my credit card to buy a mocha latte at Starbuck's for \$4.00, then I'm spending \$20.00 a week or \$1,000 a year. If I don't have the money to pay the credit card bill, I incur finance charges and the cost of the cup of coffee increases. If on the other hand, I put that \$20.00 a week into a savings account, which earns interest, and so on. This method has been useful in helping students differentiate between "wants" and "needs," she said.

Two years ago, UMCP developed an on-line financial literacy website that provides resources and links on a variety of financial topics; over 10,000 people visit the site each month, with budgeting and credit cards the top two modules. This year, in partnership with its State Guarantee agency, UMCP also implemented a financial literacy curriculum, with pre- and post-tests to help students assess what they've learned. Individual counseling is also available to students and, in fact, entrance counseling is required of students who have student loans.

Dr. Florestano, noting that UMCP has no face-to-face required course, asked how many students are reached by the methods in place; Ms. Bauder estimated that between 18,000 and 20,000 a year take part in some aspect of the financial literacy training. Dr. Florestano asked if this is sufficient. Dr. Farvardin said that he feels that it is adequate and that a required course would mean that something would have to be taken out of the existing curriculum. Dr. Goldstein clarified that the legislation requires K-12 to address financial literacy and that the USM is already doing a tremendous amount to further promote financial literacy; he said that there will be presentations from other institutions at upcoming Committee meetings.

Ms. Elfreth said that students want to steer away from additional curricular requirements. She said she was very impressed by UMCP's multi-pronged approach and suggested that other institutions should look carefully at what College Park is doing. Mr. Johnson noted that Citigroup is "making a big push" with elementary and secondary schools; he said it will be interesting to see how the banking industry responds to the legislation.

7. USM Enrollment Projections, 2010-2019.

Mr. Joe Vivona presented the enrollment projections, noting that each year, the institutions update their enrollment projections for a 10-year period. The USM office works in concert with the institutions to insure the accuracy of these projections by providing them with supporting data and analysis of current and past trends. Any significant issues are resolved and the projection submission is modified where necessary. Every review cycle results in some modification of out-year projections.

Mr. Vivona reported that overall projected headcount growth for the ten-year period is projected at 19%, an increase from 148,676 to 176,482 students. Undergraduate enrollment is projected to expand 19% over ten years from 105,704 to 123,280. Graduate enrollment is projected to grow by 23% for the ten-year period from 42,972 to 53,202. He noted that if we meet the baseline projection, we will be under-achieving in terms of real demand.

Mr. Vivona commented that the nature of our student body is changing such that in ten years, UMUC will account for roughly one-third of the USM's total enrollment. Ms. Gooden asked if a shift is anticipated as other USM institutions move towards more on-line and hybrid courses; Mr. Vivona said that it will depend on how "truly on line" the other institutional programs go.

Mr. Vivona noted that by 2020, the USM will also move to a 2:1 ratio of transfer to new freshman students. He said the Regents will shortly be receiving a paper on the 55% educational attainment goal, and he noted that the President, the Governor and others have slightly different definitions of what that goal entails.

Mr. Vivona introduced his staff – Dr. Anthony Foster, Dr. Ben Passmore, and Mr. Chad Muntz – and said that he is a "pretty lucky guy to have such a wonderful staff grappling with how to provide the Board with actionable options." The Committee on Finance will consider the enrollment projections for action at their meeting tomorrow.

Dr. Florestano asked if we could get stronger at Hagerstown. Mr. Vivona said that as long as we are resource-constrained, institutions will be conflicted about putting additional resources into the regional centers.

8. Campus Crime Reports, 2008.

Dr. Goldstein presented the annual crime report, noting that the data are drawn from the Campus Security Statistics website of the Office of Postsecondary Education of the U.S. Department of Education, which was authorized by Congress with the 1998 amendment to the Higher Education Act of 1965 (HEA) to help potential college students and their parents research criminal offenses on college campuses. The tables on crime reports for 2006, 2007, and 2008 include criminal offenses that occurred on campus. They also include data for on-campus arrests, as well as campus disciplinary actions and judicial referrals, for liquor law violations, drug abuse violations, and illegal weapons possession.

Assistant Provost Dr. Mary Gartner of FSU noted that the high numbers of on-campus arrests for liquor law violations on campus at Frostburg reflect the fact that “we enforce.” She said that she believes FSU is changing its previous “party school” image and noted that President Gibraltar recently won a national award for his leadership in combating alcohol abuse on campus. She gave the Committee members copies of recent article in the Chronicle of Higher Education that cites FSU’s positive results in addressing high-risk drinking behaviors on campus.

9. Adjournment.

Rev. Reid moved, Mr. Slater seconded, and the Committee voted unanimously to adjourn its public session at 12:15 p.m.

Respectfully submitted,

Patricia S. Florestano
Chairperson