

**UNIVERSITY SYSTEM OF MARYLAND
BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY
MINUTES OF THE MEETING OF NOVEMBER 11, 2010**

PUBLIC SESSION

The Committee on Education Policy of the Board of Regents met in public session on Thursday, November 11, 2010, in the Potomac Room in the University Union on the campus of Towson University in Towson, Maryland, beginning at 9:30 a.m. Present were Dr. Florestano, Chairperson; Mr. Augustine, Ms. Gonzales, Mr. Johnson (telephone), Chancellor Kirwan, Rev. Reid, and Dr. Vance (telephone). President Caret attended the opening of the meeting to bring greetings. Also present were Ms. Baker, Dr. Beise, Dr. R. Collins, Dr. Cooney, Ms. Doyle, Dr. Farvardin, Dr. Foster, Ms. Goedert, Dr. Goldstein, Dr. Hirshman, Ms. Hollander, Ms. Jamison, Dr. Kaynama, Mr. Lurie, Ms. Marionni, Ms. Moultrie, Mr. Muntz, Dr. Neufeldt, Dr. Orlin, Dr. Passmore, Dr. Pillutla, Ms. Schmidt, Dr. Shapiro, Dr. Shirazi, Ms. Smith, Mr. Vivona, Dr. Welsh, Dr. Wolfe, Dr. Wood, members of the press, and other observers.

Dr. Florestano called the meeting to order. TU President Caret brought greetings, describing for the Committee the “state of the campus,” and thanking the Regents for the support they provide for Towson. 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.

1. New Academic Program Proposals.

Dr. Marcia Welsh, Towson’s provost, noted that both program proposals today stem from Towson’s very active involvement in the BRAC initiative. She introduced Dr. Sharma Pillutla, Chair of the Department of e-Business and Technology Management, and Dean Shohreh Kaynama of the College of Business and Economics, who presented the proposals. Dr. Kaynama thanked the Committee for its help in keeping the Towson University program inventory current and for keeping the institution “on its toes.”

a. Towson University: Master of Science and Post-baccalaureate Certificate in Supply Chain Management.

Dr. Pillutla noted that the demand for graduate level programs in supply chain management is projected to grow as a result of workforce needs related to BRAC but that the program will also contribute to non-BRAC needs in the state. While there are in Maryland some related programs in management with non-core courses in supply chain management, and one post-baccalaureate certificate in this discipline, none of the other programs considers an integrated supply chain approach, he noted. All focus only on one area such as procurement or transportation; in contrast, this proposed program integrates all six fundamental areas into the core requirement, including logistics, distribution, procurement, operations, technologies and project management.

Dr. Florestano noted that the proposal relies heavily on “the Beacon Study” in its discussion of need. She asked about the study and how we can be certain there is need for this program. Dr. Pillutla responded that Beacon Associates, Inc. was hired by Harford Community College to conduct a survey of BRAC employees to assess need for higher education programs; that study was presented to Towson during a BRAC luncheon last spring, he said. Dr. Kaynama noted that the Bureau of Labor Statistics points to significant workforce demand outside of the BRAC influx.

Mr. Augustine asked from where the reallocated funds to support the program will come. Dr. Kaynama said that, for the start-up period, resources will be shifted to the program from programs in the college and elsewhere in the university where enrollments are flat or declining. After the first two years, she said, tuition will cover the cost of the program.

Dr. Vance noted that the admissions requirements include a stipulation that students who have no background in statistics or whose BS degree is more than 5 years old will have to take a non-credit course in statistics – EBTM 501 –prior to taking classes in the program. He asked if this might be a disincentive to applicants. Dr. Kaynama clarified that EBTM 501 is in fact a credit-bearing course, although it serves as a prerequisite and does not fulfill program requirements for the graduate degree.

Following discussion, Dr. Reid moved and Ms. Gonzales seconded a motion that the Committee on Education Policy recommend that the Board of Regents approve the proposal from Towson University to offer the Master of Science and Post-baccalaureate Certificate in Supply Chain Management. The motion passed unanimously.

b. Towson University: Post-baccalaureate Certificate in Project, Program and Portfolio Management.

Dr. Kaynama observed that the five-course PBC is viewed by many as the fastest way to acquire skills for job advancement. She noted that the college has a one-year-old undergraduate program in project, program and portfolio management that has proved to be very popular; it already enrolls 60 students. Dr. Florestano noted that a number of other institutions offer programs in project management, and she asked what the enrollments in those programs are. Dr. Kaynama said she does not have those numbers readily available; she did note that St. Mary's College has just submitted a proposal for a similar program. There is definitely demand in the workforce, she added, and the TU program sets itself apart from other programs by its breadth. While programs in project management exist, there are no other post-baccalaureate programs specifically in the area of project, program and portfolio management in the metropolitan Maryland area. In response to a question from Dr. Florestano about community college students taking project management programs, Dr. Kaynama said she does not know how many there are.

Mr. Augustine commented that he doesn't really understand the relationship among the three elements in the program. Dr. Kaynama explained that "project management" concerns the administration and management of a single project; a group of related projects become a "program"; and the array of programs across the entire company constitutes the company "portfolio." She noted that even fairly small companies are starting project management offices.

Following discussion, Ms. Gonzales moved and Dr. Reid seconded a motion that the Committee on Education Policy recommend that the Board of Regents approve the proposal from Towson University to offer the Post-baccalaureate Certificate in Project, Program and Portfolio Management. The motion passed unanimously.

2. Implementation of Recommendations of the Joint Committee Report on Adjunct Faculty and Graduate Assistants.

Mr. Vivona told the Committee that they had before them two cover sheets, two policies, and a memorandum outlining the recommendations of the joint committee and the USM response to those recommendations. The policies represent a two-year effort to improve the circumstances of the two groups. While the impetus was legislative, Mr. Vivona noted, the workgroup's core recommendation directed governing boards to adopt minimum standards related to the employment of adjunct faculty and graduate assistants.

a. Policy on the Employment of Adjunct Faculty in the University System of Maryland (II-1.07). Turning first to the policy on adjunct faculty, Mr. Vivona noted that the recommendations, and the ensuring policy, focus on four areas:

- Compensation;
- Grievance and disciplinary procedures;
- Effective participation in shared governance with periodic opportunities for elected adjunct faculty representatives to meet and discuss issues of concern with regular faculty and administration; and
- Appropriate access to office and meeting space, equipment and other supports.

Mr. Vivona provided a more detailed discussion of the policy elements. Dr. Florestano asked how long an adjunct faculty member would have to be employed at an institution before being considered for Adjunct II status. Mr. Vivona responded that a survey has just been completed to determine how long adjunct faculty members have in fact been at particular institutions. He noted that the policy language delegates to the Chancellor responsibility for setting the timeframe, and he said he expects it may be three or four years of continuous service at a particular institution. He said that the intent is to provide minimum standards for both performance and longevity for promotion to Adjunct II.

Dr. Florestano asked how a legislator, who has been pushing for bargaining rights for adjunct faculty, knows that this policy serves adjuncts adequately. Mr. Vivona said that there is a very strong accountability aspect to the policy, that the USM will track implementation and will do further studies periodically to assess the status of adjunct faculty at the institutions.

There was a brief discussion of the difference between adjunct faculty and salaried, part-time, non-tenure-track faculty, who are covered by existing policy. Mr. Vivona said that adjuncts have been separated out as those individuals who are paid on a per-course basis rather than receiving a set salary.

Mr. Augustine asked if Adjunct II faculty receive benefits. Mr. Vivona said that they do not. Adjunct faculty are under contract by semester and by course; the clear, if not the vast, majority of adjuncts are employed full time elsewhere (and have benefits provided by that primary employer) and teach one or two courses a semester. The minority of adjunct faculty are those who are patching together per-course contracts, sometimes at several different institutions, to create full-time employment.

Ms. Gonzales asked what the top two desires of adjunct faculty are that are not provided in this policy. Mr. Vivona replied (1) the right to collective bargaining and (2) job security, i.e. adjunct status as a gateway to a regular, salaried, tenure-track appointment.

Dr. Vance noted that the policy includes a mandatory grievance procedure for adjunct faculty and asked what the final decision point is for grievances, i.e. can grievances be appealed to the Board of Regents? Ms. Goedert responded that the final appeal level depends on what is being grieved. There is nothing that adjunct faculty members will be able to appeal to the Regents; in fact, only the termination of tenured faculty members for cause can be appealed to the Board, and the procedures for those rather uncommon appeals are codified in Board policy.

Following discussion, Ms. Gonzales moved and Dr. Reid seconded a motion that the Committee on Education Policy recommend that the Board of Regents approve the proposed USM Policy on the Employment of Adjunct Faculty in the University System of Maryland (II-1.07), and modify the existing USM Policy on the Employment of Part-Time, Non-Tenure-Track Instructional Faculty in the University System of Maryland (II-1.06) as proposed. The motion carried unanimously.

b. Policy on the Appointment of Graduate Assistants in the University System of Maryland (III-7.11).

Turning to the policy on graduate assistants, Mr. Vivona said that the four areas to be addressed in policy are:

- Due process protections, including grievance procedures;
- Economic benefits, addressing stipends, tuition assistance, and other benefits;
- Working conditions, such as appropriate workloads and supervisor/mentor expectations; and
- Effective participation in institution shared governance, with periodic opportunities to meet and discuss issues of concern with faculty and administration.

Mr. Vivona noted that a great deal of attention was paid to the issue of timelines for the duration of assistantships, as well as decisions regarding renewals and assignments. These timelines will decrease uncertainty and afford graduate assistants greater ability to make financial and academic plans, he said, noting that this issue is of particular concern to international graduate students whose visa status is affected by their assistantship contract.

In terms of compensation, Mr. Vivona reported that the USM is competitive with most institutions nationally, although there are outliers, e.g. Rutgers.

Dr. Florestano asked why there are two policies on graduate assistants and why the existing one is being rescinded. Mr. Vivona said that the current policy is housed under the Personnel section of the policy manual, which is inappropriate given the special status of graduate assistants. The proposed policy will be housed in the section on Academic Affairs.

Following discussion, Mr. Augustine made and Dr. Reid seconded a motion that the Committee on Education Policy recommend that the Board of Regents adopt the proposed USM Policy on Graduate

Assistantships (III-7.11) and rescind current policy VII-4.50 – USM Policy on Employment of and Benefits for Graduate Assistants. The motion passed unanimously.

Mr. Vivona thanked Ms. Goedert, Dr. Foster, Dr. Passmore, and Mr. Muntz for their outstanding work on the report and the policies. He said that a special note of appreciation is due Terry Hinch, an outstanding adjunct faculty member and communications consultant who taught in UMUC's departments of Communication, Speech and Journalism and who served as a member of UMUC's Faculty Advisory Council; Dr. Hinch died unexpectedly in August.

Dr. Vance asked if the Board or the USM Office will provide training for institutional administrators of the new policies. Mr. Vivona said that there is an annual department chairs workshop at which this might be covered, and it might be a topic for orientation of new faculty and graduate assistants. Dr. Vance asked about the institutional presidents; Mr. Vivona said he has discussed the policies with the presidents but would be happy to do so again. Dr. Vance suggested that implementation of these policies be among the elements reviewed in presidential evaluations.

3. Report on General Education at Towson University.

Dr. Terry Cooney, Dean of the College of Liberal Arts at TU, made a brief presentation about the Towson University core requirements. He said that he would assume that the Committee members are familiar with the general requirements in COMAR and therefore will discuss only the Towson requirements that emerged from a review committee that he chaired in 2007.

Dr. Cooney first discussed the Towson Seminar, which is part of Fundamental Studies. He characterized the "motives" behind the seminar as being to make certain that freshmen have a close experience in a small class with a tenured or tenure-track faculty member and to create quickly high expectations of freshmen. He noted that the seminars are topically focused and require a research paper or project. None counts towards any major. The "Creativity and Creative Development" category under Fundamental Studies, Dr. Cooney noted, is unique to Towson but not new to Towson.

The new Perspectives courses, Dr. Cooney said, are designed to broaden the student's world view. We've always focused on the West, he said, but a lot has changed in the past few decades. The Perspectives courses feature "an expanding scope," from Metropolitan Perspectives to the United States as a Nation and on to Global Perspectives. In this series, he explained, "metropolitan" does not mean the particular metropolis in which the student lives or goes to school but deals on international issues relating to metropolitan living. The Diversity and Difference courses grapple with the interconnections between and among at least two different groups rather than focusing on a single population. Finally, he said, Ethical Issues and Perspectives allows for the study of "hot topics."

Dr. Cooney noted that labeling this set of courses as the "Towson Core" was intentional. The phrase "general education," he said, is almost always followed by "get them out of the way." Students view general education as a hurdle to be cleared before the real coursework can begin. Dr. Cooney said that these courses are the core, where the university has a great opportunity to affect all students; it is central to the student experience.

For transfer students, many of whom come to Towson with their general education core already completed, Towson is trying to offer separate versions of the Towson Seminar at the junior level; the hope is that this will provide transfer students with an immediate connection to the campus culture. The challenge is that it is more difficult to assess learning outcomes for those students who come to Towson having already satisfied their general education requirements.

Dr. Florestano asked where students have exposure to civics, to US history, and to government. Dr. Cooney said that those subjects are intimately connected with much of the work in Metropolitan Perspectives, the US as a Nation, and Ethical Issues and Perspectives.

Dr. Reid said that he finds the Towson Core very intriguing and very well thought out. There are two groups who claim to have the answer to our current economic crisis, he said: those who suggest we make our students into cogs in the wheel and those who suggest we teach them to think. He said he would side with those who embrace sociologist C. Wright Mills's philosophy and teach our students how to think and to change the world. Dr. Reid added that he would like to see some of the syllabi for the courses.

Mr. Augustine said he has a few comments. First, he is very impressed, particularly with the emphasis on ethical issues. He asked if the courses will deal with the great philosophers of the past as well as with the issues of today, noting that "balance is important." Dr. Cooney assured him that from applied ethics to philosophy, the array of courses includes "all those people you're thinking of." Mr. Augustine said his second comment is that there is no economics required as part of the core. Dr. Cooney said that students might take economics as part of the six credits of behavioral and social sciences required by the state. Economics might also be featured in Global Perspectives or Ethical Issues. He noted that very specific course requirements in the core pose a major problem for institutions; if there are specific courses that are required of all undergraduates at Towson, for example, the university has to teach 80 or 100 sections of that course in order to accommodate all of the students who have to take it. This creates a "distortion of the faculty," he noted. The core curriculum committee made very few decisions that there had to be a very specific discipline included, in part because narrow categories pose huge challenges to large institutions. Mr. Augustine said that he considers it a serious shortcoming that someone can get a degree from a major university without a firm grounding in economics.

Finally, Mr. Augustine said, he is concerned about the low level of mathematics required – "at or above college algebra." Dr. Cooney said that this is the language of the state requirement. Chancellor Kirwan talked a bit about the difference between college algebra and high school algebra.

4. Report on the Workload of the USM Faculty.

Dr. Goldstein briefly described the history of this report and talked about the overlap between the various aspects of faculty workload: teaching, research, and service. Dr. Florestano asked Dr. Goldstein to point out the highlights of this year's report; she noted that the instructional workload report is tied to the Board's E+E initiative. Dr. Goldstein noted that overall the results indicate substantial success both in meeting explicit workload goals and in generally improving productivity. The total complement of tenured and tenure-track faculty rose by only half a percent while FTE student enrollment rose by 2,600 or 3% in AY 2009-2010. Collectively, the USM exceeded the expected instructional productivity standards (averaging 7.9 course units per FTE faculty member at comprehensive institutions and 6.0 at

research institutions). Time-to-degree continues to improve, and the USM achieved record levels of grants and other research awards (nearly 1.3 billion dollars) with significant gains at both the research and comprehensive institutions. He pointed particularly to data in Tables 7, 8, 9, and 10, commenting that he is astonished that the numbers are still improving.

Dr. Florestano noted that Table 2 includes the message that we want to make certain that the legislature gets: the USM faculty are really “stepping up to the plate” and exceeding workload targets. She asked about the distribution of the report. Dr. Goldstein said that it will go to the Department of Budget and Fiscal Planning and to the General Assembly as required and will go to the Board of Regents in December through the Committee. Dr. Florestano thanked Dr. Goldstein and Dr. Passmore for another excellent report.

5. SU Test-Optional Admissions: Annual Report on Outcomes.

Dr. Ellen Neufeldt, Vice President for Student Affairs at SU, gave a brief presentation on the results of the performance of the first three classes admitted under SU’s five-year pilot program. She indicated that approximately one-quarter of the freshman class comes in under the test-optional provision; admissions decisions are based primarily on the GPA and the rigor the high school courses, although there are many factors that are considered.

Dr. Neufeldt said that her report was “boring” in that it was more of the same: retention, overall GPA, and course completion rates are very similar between test-takers and test-optional admits. She added that, as a result of the EPC’s request last year, SU is also looking at the subgroup of test-takers who came in with 3.5 GPAs compared to the test-optional admits, who must have a 3.5. In the first year, she said, those that submit tests have higher college GPAs, but those who are test-optional gain greater ground over their time at the university. She summarized that SU is satisfied with the results of the pilot thus far and is looking forward to additional data when the first cohort of test-optional admits graduates next year. She said that students report that the opportunity to be test-optional was a major factor in their selection of Salisbury University.

There was a brief discussion of the prevalence of test-optional admissions nationally, particularly at small liberal arts colleges, and the switch by some institutions from the SAT to the ACT. Mr. Augustine suggested that using a percentile rather than a GPA cut-off, e.g. admitting students from the top 20% of their high school class rather than with a certain GPA, would better account for grade inflation and differences among high schools. Dr. Neufeldt said that SU uses a more holistic approach to admissions, considering 26 factors of which the test is only “one tool in the tool box,” as is the GPA.

6. Report on Opening Fall Enrollments.

Mr. Vivona presented the annual report on preliminary opening fall enrollments and estimated FTEs. He noted that record high demand and admission constraints resulted in increased denials of admission even though headcount grew by almost 4,000 to a record 152,497. Most of the growth – 56% -- was at UMUC, but even UMCP, which has been planning to reduce its enrollment, saw some increase this fall.

Following the presentation, Dr. Florestano asked what happens if UMUC cannot continue its growth trajectory. Mr. Vivona said that UMUC can continue to grow, but its degree mix may not be ideally suited to prospective students or to System goals.

7. Discussion of the Draft USM Strategic Plan, 2011-2020.

Dr. Kirwan made a presentation on the strategic plan, noting that planning is taking place under the influence of three external forces or overlays. First is the national concern over where the US is in terms of educating its population. Historically, we have had an extraordinarily well-educated workforce, but we are slipping in terms of college completion against other nations. He noted that particularly alarming is the pattern of producing fewer and fewer STEM graduates. Chancellor Kirwan noted that we are extremely fortunate to have on the Board one of the leading voices in the nation concerning STEM education – Norm Augustine – and he recommended that those present read *Rising Above the Gathering Storm, Revisited: Rapidly Approaching Category 5*, which was just published this year.

The second overlay is the enormous fiscal challenge our nation and state are facing. The third is a matter of political pressure. The Governor ran and was re-elected on a campaign the main plank of which was his support for higher education. Maryland is a leader in the knowledge economy, and the USM must continue to support the Governor and the state by bolstering that knowledge economy.

The Chancellor then discussed the planning process and the key concerns, goals and strategies. He emphasized that the plan needs to be a living document with flexibility to adjust in uncertain times, that it has to integrate both operating and capital agendas, that advocacy is needed, follow-through and accountability will be critical, and the System must seek long-term financial support from state. He also noted that this plan is much more focused and “System-centric” than previous USM strategic plans.

Dr. Kirwan thanked everyone who has worked on the plan, particularly Dr. Anthony Foster.

Mr. Augustine said that he thinks the plan is “terrific.” He observed that one comment the Chancellor made is worth re-emphasizing. Maryland is a knowledge state, and the group growing fastest in our state is the most under-served in terms of higher education. This is our #1 challenge, he said.

Referring to the 55% goal, Mr. Augustine clarified that the goal refers to all post-secondary education, not just the USM. The community colleges are also responsible for some share of the degree production. Achieving that goal would put us in a competitive position internationally. In addition to looking at the overall goal, we must “peel the onion” and examine what sorts of degrees are most needed in the workforce, by level (two-year or four-year) and by discipline.

Dr. Reid said that this is an “awesome” report, but he does have one or two brief concerns. On the third paragraph of page 1, he noted, the plan calls for economic growth and job creation, but avoids the question: For whom? While we are bridging the achievement gap in Maryland, he said, the gulf nationally is getting wider. Are the achievement gap initiatives and the HBI enhancements going by the wayside in tough economic times, he asked. Chancellor Kirwan said emphatically that bridging the achievement gap is both an economic and a moral imperative. It is not tied to the economic agenda. It is a clear expectation of the institutions regardless of resources.

8. Motion to Adjourn and Reconvene in Closed Session.

Dr. Florestano noted that the Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in Subtitle 5, section §10-508(a) of the Act. She asked for a

motion to adjourn the open session of today's meeting of the Committee and to reconvene in closed session to discuss issues specifically exempted from the requirement for public consideration.

Dr. Reid moved, Mr. Augustine seconded, and the Committee on Education Policy voted unanimously to adjourn the open session to reconvene in closed session under article §10-508(a) of the Open Meetings Act.

9. Adjournment.

The Committee was adjourned at 11:55 a.m.

Respectfully submitted,

Patricia S. Florestano
Chairperson