

**University System of Maryland  
Board of Regents  
Committee on Education Policy and Student Life  
Minutes of the March 13, 2013 Public Meeting**

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents met in public session on Wednesday, March 13, 2013 in the Margaret Brent Room of the Adele Stamp Student Union at the University of Maryland, College Park. The meeting was convened at 9:30 a.m. Regents present were: Ms. Michaux Gonzales, Chair, Mr. Hershkowitz, Mr. Kinkopf, Mr. Slater, and Dr. Vance. Chancellor Kirwan and Regent Gossett were also present.

Also attending were: Dr. Beise, Dr. Boughman, Dr. Chandler, Dr. Childs, Dr. Clement, Dr. Collins, Ms. Doyle, Mr. Faulk, Dr. Foster, Ms. Harbinson, Ms. Hollander, Dr. Lee, Mr. Lurie, Dr. Moreira, Dr. Miyares, Dr. Moriarty, Ms. Moultrie, Mr. Muntz, Dr. Nichols, Dr. Passmore, Dr. Percy, Dr. Perreault, Dr. Rhodes, Dr. Rotruck, Ms. Shah, Dr. Shapiro, Mr. Vivona, Dr. Ward, Dr. Watson, Ms. Williams, Dr. Wolfe, Dr. Wood, Dr. Zimmerman, and other observers.

Regent Michaux Gonzales called the meeting to order and welcomed all in attendance. She offered a special welcome to Regent Gossett. Dr. Linda Clement, UMCP Vice President for Student Affairs, welcomed everyone to campus on behalf of President Loh and Provost Rankin. Dr. Clement described several noteworthy events at the University of Maryland and invited everyone to return for Maryland Day on Saturday, April 27, 2013.

Regent Michaux Gonzales also acknowledged the passing of Dr. Irv Goldstein, former USM Senior Vice Chancellor of Academic Affairs and UMCP faculty member and dean of the College of Behavioral and Social Sciences. Regent Michaux Gonzales noted that we send our thoughts and prayers, and appreciation to his family. Those in attendance took a moment of silence to honor Dr. Goldstein.

Copies of materials distributed at the meeting are on file with the official meeting minutes.

**Information Item**

**USM Strategic Plan Implementation: Transforming the Academic Model to Meet the Higher Education and Leadership Needs of Maryland's 21<sup>st</sup> Century Students, Citizens, and Businesses (Leadership and Civic Engagement Survey)**

Five primary themes anchor the 2020 Strategic Plan and are being implemented throughout the USM. One of the strategies to implement the goals of the "Transforming the Academic Model to Meet the Higher Education and Leadership Needs of Maryland's 21<sup>st</sup> Century Students, Citizens, and Businesses" theme calls for the establishment of "...a framework for the system-wide development, articulation, and promotion of a core set of learning goals, leadership development, and civic engagement outcomes." In an effort to summarize the important leadership development and civic engagement work on campuses, the Vice Presidents for Student Affairs conducted a survey. Drs. Linda Clement (UMCP) and Deb Moriarty (Towson) presented the summary report they compiled in collaboration with their colleague, Dr. Franklin Chambers (Coppin).

This report explores broad areas and provides examples of programs occurring on campuses. The report is not a comprehensive list, it's more illustrative, and is designed to show that there is intentionality in co-curricular programs. The presenters noted that the programs offered are focused on learning outcomes. Goals of the programs include helping to develop engaged citizens and leaders who have passion, integrity, and social responsibility with the larger goal of having students take those behaviors with them into the world upon graduation. Students have opportunities to become effective communicators, practice ethical decision-making, and develop cognitive complexity while being involved in a variety of organizations and activities. Campuses hope that they are graduating students who have life-long connections to their campus and to the System.

Regent Kinkopf inquired about information on post-graduation activities including, but not limited to, Teach for America and the Peace Corps. Dr. Clement noted that UMCP is a top feeder for the Peace Corp, and Dr. Moriarty noted that campuses have service-oriented job fairs to inform students about such opportunities. The group acknowledges, however, the need to better track those data.

Regent Vance recommended that the report highlight co-curricular programs that serve or are partnerships with middle and high schools. Dr. Moriarty noted that the exclusion of this information was an oversight; across the System, thousands of hours are dedicated to programs like America Reads America Counts. Regent Slater acknowledged the success and importance of the Swoop Institute for Learning at Frostburg. Regent Hershkowitz did the same for the Breaking Ground Initiative at UMBC, noting his support for this model, which allows students to get credit for engagement activities. He urged other campuses to explore whether there is a way to integrate such efforts on their campuses. Regent Hershkowitz also recommended that the next report include a section on shared governance and how students are involved in campus leadership. Dr. Moriarty noted that although students at Towson do not receive traditional academic credit, the school is establishing co-curricular transcripts, so students can have an official record of their activities.

Finally, Regent Michaux Gonzales asked what campuses are doing to encourage students who are less likely to be involved in campus activities and leadership. The presenters noted that campuses have organizational and service fairs and ask faculty members to recognize and encourage students who seem to have potential. Each campus has at least one professional staff member dedicated to student involvement/service, so those staff members find other ways to engage students too.

## **Action Items**

### **New Academic Program Proposals**

#### ***Frostburg State University: B.S. in Elementary and Middle School Dual Certification***

Drs. Randall Rhodes and Jodi Nichols, on behalf of Provost Stephen Simpson, highlighted a few important aspects of this proposed program. Currently, students are able to major in early childhood education (grades K-6), elementary education (grades 1-6), or secondary education (grades 7-12). None of the current programs, however, have a focus on the middle school grades. This program would prepare students to teach grades 1-8 with a focus on middle

school pedagogy in addition to the necessary content knowledge. The program would be enhanced by a middle school internship, and students would have to choose a specialization in math, science, or language arts. Although Towson, UMCP, and Stevenson offer a middle school major, this dual certification would be the first of its kind in the state. An advisory group encouraged Frostburg to create this program as opposed to a middle school major, as it seems it will be more marketable based on their needs assessment. The 132 credit hour program includes a Bachelor of Science degree with certifications in both elementary school (grades 1-6) and middle school (grades 6-8). This baccalaureate degree will respond to Governor O'Malley's call to increase STEM graduates and address statewide teacher shortages as described in MSDE's Maryland Teacher Staffing Report, specifically in STEM subjects by incorporating a math/science focus at the upper elementary level and STEM methods courses, and making sure they are also incorporating arts and language into STEM fields.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Frostburg University to offer the B.S. in Elementary and Middle School Dual Certification. The motion was moved by Regent Slater, seconded by Regent Vance, and unanimously approved.

***Salisbury University: Ed.D. in Contemporary Curriculum Theory and Instruction: Literacy***  
Drs. Carol Woods and Melanie Perreault, on behalf of Provost Diane Allen, presented this program proposal. This program would fulfill specific needs that have been identified on the Eastern Shore, which is projected to have a modest population growth over the next 20 years. This growth will bring with it more demand for teaching professionals with advanced degrees, and teachers will be looking for opportunities for greater professional development. A needs assessment showed that more than 600 teachers would be interested in this applied doctorate that would include research and a literacy core. The proposed program will provide students with a strong core in theory, research, and practice, with a focus on literacy. The curriculum facilitates inquiry-based learning through research, case studies, projects, and opportunities to share knowledge with peers in public venues. The University of Maryland Eastern Shore has submitted a letter of support for Salisbury's proposal. Additionally, Salisbury has discussed the implications of this program for programs at the University of Maryland, College Park. The parties have determined that the programs have a different emphasis and that students on the Eastern Shore would benefit more from a program that is more geographically convenient.

In response to a question from Regent Slater, the presenters stated that the program is geared toward those who are already teaching and that the degree would prepare them to return to their current positions or to positions within a school system's headquarters. Salisbury projects that students would attend part time and could take six credits per semester to complete the 60-credit (including the dissertation) program in 10 semesters. Regent Vance asked for clarification as to the meaning of diversity in as it appears in the names of course and other descriptions throughout the proposal (e.g., Diversity in Education; Oral Discourse, Cognition and Diversity; Deeper understandings and valuing of human diversity and its impact on student learning and teacher pedagogy). Within this proposal, diversity generally refers to the multiple ways in which students can learn including the examination of learning styles and the learning of students with disabilities.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Salisbury University to offer the Ed.D. in Contemporary Curriculum Theory and Instruction: Literacy. The motion was moved by Regent Slater, seconded by Regent Vance, and unanimously approved.

***University of Baltimore: M.S. in Nonprofit Management and Social Entrepreneurship***

Dr. Steve Percy, on behalf of Provost Joe Woods, presented information about this program proposal. The nonprofit sector in the U.S. employs a steadily increasing segment of the nation's working population. In Maryland, and specifically Baltimore, the nonprofit sector is a vital part of the economy. In a 2011 study, 11% of the Maryland state workforce was employed by nonprofits; in Baltimore City, 27% of the workforce was employed by nonprofit organizations.

At present, UB students interested in nonprofit management must adapt skills and knowledge from management courses in either the business or public administration programs. However, nonprofit organizations face unique challenges due to their legal status, governance, and funding needs. The M.S. in Nonprofit Management and Social Entrepreneurship emphasizes social enterprise as a part of its core curriculum. Additionally, the program is a partnership between the School of Business and College of Public Affairs, which yields an interdisciplinary approach that would strengthen the program. This program would ensure a more highly qualified workforce to address the unique needs of this organizational sector. Dr. Percy noted that similar degree programs are growing throughout the nation, and UB is proud to help lead the way.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Baltimore to offer the M.S. in Nonprofit Management and Social Entrepreneurship. The motion was moved by Regent Kinkopf, seconded by Regent Hershkowitz, and unanimously approved.

**University System of Maryland Policy on Human Subjects of Research – IV-2.10**

Dr. Jo Boughman shared background information on the proposal to amend the System's policy on human subjects. The University of Maryland, Baltimore initiated this amendment in an effort to establish an Institutional Review Board (IRB) process that is more streamlined. She explained that the current USM policy on human subjects requires that IRBs be institution-specific IRBs when a university's faculty are involved in research or research is occurring on that campus. Additionally, NIH and other agencies require that institutions use their central IRB process.

UMB has worked with Dr. Boughman to craft language that will allow a campus to rely upon an external IRB for review and approval of research if (a) the campus' IRB officials approve of the use of the external IRB and (b) the external IRB meets federal standards, as determined by the campus' responsible officials. The goal of the revised changes is to increase speed and efficiency. Dr. Boughman noted that the Attorney General's office has approved of the language. The provosts also approved the language and supported the proposal being brought forth to the Committee. Dr. Jay Zimmerman, chair of the Council of University System Faculty (CUSF), noted that CUSF members expressed concern about the role campus IRBs would play in the approval process. He believes their concern is more of a misunderstanding, as the campus

would still have to approve the use of the external IRB process. Dr. Zimmerman believes that CUSF would be supportive once the details were clarified.

Regent Slater moved to recommend that the Board of Regents approve the amendments to the University System of Maryland Policy on Human Subjects of Research – IV-2.10. The motion was seconded by Regent Hershkowitz and unanimously approved.

## **Information Items**

### **Center for Innovation and Excellence in Learning and Teaching (CIELT)**

Dr. Boughman reminded the Committee of the November 2, 2012 Board of Regents' approval of the establishment of the USM Center for Academic Transformation. The Center has since been renamed the Center for Innovation and Excellence in Learning and Teaching (CIELT). CIELT will enable an expansion of existing system-led efforts for collaboration, enhance opportunities for funding of new initiatives, provide a resource for research in determining effective redesign models, and enable the USM to secure and expand its leadership position for the benefit of its students.

Dr. Boughman shared that USM's Office of Academic Affairs is nearing completion of a national search for the Executive Director of CIELT who, along with his or her staff, will:

- support, coordinate, and assess academic innovation activities on the campuses;
- track and assess national trends and activities in academic transformation;
- incentivize faculty, through a Fellows program, to initiate these innovations;
- apply for and raise external funds for system-wide transformation activities; and
- disseminate best practices among USM institutions and to the broader higher education community.

Regarding other academic transformation initiatives, Dr. Boughman also shared that the Ithaka grant, supported by the Gates Foundation, is progressing well, but that a grant written to the Abell Foundation was declined. The Academic Affairs team is now exploring other grant opportunities, including a large proposal submitted to NSF. Finally, Dr. Boughman recently briefed the Legislature on the System's academic transformation and innovation efforts.

Regent Hershkowitz inquired as to why no students were represented on the search committee for the CIELT director. Dr. Boughman noted that that was an oversight, that student inclusion would have been welcomed, and that she will include a student on the second round of interviews. The regents were positive about the progress of CIELT and other the academic transformation initiatives.

### **Institutional Research Report Presentations**

Mr. Chad Muntz and Dr. Ben Passmore of Institutional Research within USM's Office of Administration and Finance presented a comprehensive review of the following reports. When examined as a whole, the three reports provide a useful overview of undergraduate enrollment within the USM, including the various pipelines that feed undergraduate enrollment, the academic profile of incoming first-time students, student success and persistence, and the

impact of those findings on enrollment projections. Separate summaries of the reports will be described below.

***Report: SAT Percentile Distributions of First-Time Undergraduates, Fall 2008-2012***

For new freshmen, a key admissions component correlated with student success is the entering students' SAT scores. Mr. Muntz reported that 24,000 of Maryland's 33,000 Maryland high school seniors who took the SAT scored above 500 on the math portion of the test. These figures indicate that Maryland's population base and the academic strength of potential new freshmen remains strong. There is, however, the potential for growth at System institutions since, currently, USM institutions' freshmen classes include less than 11,000 of Maryland high school graduates. In response to a reference being made to Maryland being a net exporter of students, Chancellor Kirwan requested that the data be further examined to determine if that is actually true, as he recently heard otherwise in a Race to the Top meeting.

Other highlights of this report include: 1) a decrease in the number of SAT scores reported by freshmen entering USM institutions. This decline is consistent with the current trend of new freshmen enrollments and the decreasing number of those freshmen who report SAT scores, 2) stable combined 25<sup>th</sup> and 75<sup>th</sup> percentile SAT scores between fall 2011 and fall 2012 for all institutions except UMBC and Bowie who experienced increases, and 3) for the fourth year, Salisbury, Towson, UMBC, and UMCP reported that at least 75% of their freshmen class had combined SAT scores greater than 1,000. The detailed report provides institution-specific data and a context for interpreting those scores by comparing them to those at peer institutions.

***Report: Retention and Graduation Rates of First-time Full-time Degree-Seeking Undergraduates***

This report examines the level of academic success—as measured by retention and graduation rates—achieved by first-time, full-time students at USM institutions (not including UMB and UMUC due to their unique institutional missions). The academic profile (by combined SAT score) of new freshmen varies across the system and correlates strongly with institutional graduation rates. The second-year retention rate of USM freshmen rose one percentage point to 84% overall for the fall 2011 cohort. However, there is considerable variation in second-year retention rates across USM institutions ranging from 64% at Coppin to 93% at UMCP. When examined by population, the second-year retention rate was also mixed: 78% for African American freshmen, 87% for Hispanic students (a rate also slightly higher than that of all USM students), and 78% for Pell Grant recipients (an indicator of low-income status).

The six-year graduation rate for the fall 2006 cohort of first-time, full-time freshmen is 65% when considering graduation from anywhere within USM and 60% at the institution of initial entry. Although both of these figures represent slight increases, the rate of the increase differs between student populations. The “anywhere within USM” graduation rate increased by 5% for Pell Grant recipients (52%), 4% for Hispanic students (65%), and 2% for African-American students (46%). The four-, five-, and six-year graduation rates show that although some progress is being made in narrowing the achievement gap, a significant gap of 19 points still exists between African American students and all USM students. Mr. Muntz expressed cautious optimism for achieving USM's goal of decreasing the achievement gap in half. He predicts that closing the gap will be challenging, because although retention rates are slightly higher for underachieving groups, rates are up for all students. He explained that most institutions are narrowing the gap, but that general graduation rates would need to improve in order to

eliminate the gap. The detailed report breaks out and analyzes key trends in student enrollment and success at both the institutional and System levels.

***Report: USM Enrollment Projections, Fall 2013-Fall 2022***

Dr. Passmore shared USM enrollment projections for the 10-year period between Fall 2013 and Fall 2022. Highlights of this year's projections include:

- Overall projected headcount growth for the ten-year period is 17%, an increase from 155,108 to 180,693.
- Undergraduate enrollment is projected to expand 17% over ten years from 111,203 to 129,681.
- Graduate enrollment is projected to grow by 16% for the ten-year period from 43,905 to 51,012.

These projections continue to reflect the focus on growth to achieve the USM 55% college completion goal. However, the projections also reflect the reality of declining numbers of high school graduates in Maryland through the mid-2010's. The result is a pattern of relatively robust but gradual growth, with more growth at institutions that can add enrollment through enhanced retention.

These current projections plan for long-term overall growth within the System, rising by more than 25,000 students to 181,000 by 2021. However, in the short term, planned growth is extremely limited. Overall growth from Fall 2012 to Fall 2013 is planned to be less than 1%, with UMUC planning no headcount growth at all in that period. The greatest change from last year's projections is a shift in where enrollment will be added in the long term, with the comprehensive institutions planning to add nearly as many headcount students as UMUC for the first time since the late 1990's. As has been seen for the past several years, total enrollment at the research institutions continues to represent around a third of the total enrollment in the System.

In percentage terms, one-year growth in headcount enrollment is projected to be greatest at UMES. Coppin, Towson, University of Baltimore, and UMBC are also projected to experience growth. Bowie, Frostburg, Salisbury, UMCP, and UMUC are projected to have very little or no growth in Fall 2013, and UMB plans to reduce enrollment in Fall 2013. For the entire ten-year period, UMUC, Bowie, Coppin, and UMES are all projected to see very robust growth, UB is projected to have strong growth, and UMBC is also expected have strong growth. Frostburg, Salisbury and Towson plan to expand enrollment at more modest rates, and UMCP is planning very modest growth, with the majority of that growth occurring at the Universities at Shady Grove. UMB is projecting flat enrollment overall. UMUC remains the largest driver of headcount growth, planning to add nearly 12,000 students by 2022. Towson is second with plans to add nearly 3,100 students.

***Report: Transfer Students to the USM: Patterns of Enrollment and Success, Updated through FY 2012***

This report examines progress within this increasingly important pipeline for enrollment growth. Total transfers are up 19% since 2008. Fifty-two percent of all transfers into USM came from a Maryland community college. The rate of transfers from Maryland community colleges

is up 10% since FY 2011. Seventy-five percent of transfers from Maryland community colleges go to a USM institution, most frequently, Towson, UMBC, UMCP, and UMUC. Mr. Muntz noted that the outer suburbs of the Baltimore-Washington region are growing the fastest, which is leading to growth at the community colleges in Harford, Carroll, and Frederick counties as well as the College of Southern Maryland and Chesapeake College. USM's regional centers at Shady Grove and Hagerstown are also serving a significant number of these community colleges.

Overall, Maryland community college transfers are enrolling in available programs (i.e., education, business, health professions), and there is a positive increase in full-time attendance and a positive decrease in the community college transfers entering as freshmen (82% transfer with either sophomore or junior status). These trends have translated into greater success among the transfer population. Sixty-five percent of the FY 2009 cohort of Maryland community college transfers to USM who attended full-time graduated within four years of transferring. This rate was comparable to the fall 2006 first-time, full-time freshmen graduation rate of 60% graduating at the same institution of entry. Graduation rates for Maryland community college students who enrolled at USM's regional centers met or surpassed the success rates of full-time transfers to USM institutions overall. Chancellor Kirwan noted that we may want to start exploring the pros and cons of requiring students to have a minimum number of credits before transferring to a System institution. The full report offers deeper analysis of institutional enrollment and success trends among the transfer population.

### **The Effect of Sequestration Higher Education**

Chancellor Kirwan thanked Regent Michaux Gonzales for agreeing to allow Javier Miyares, President of UMUC, to speak to the Committee regarding the effect of Sequestration on higher education. Dr. Miyares described the devastating impact Sequestration will have on several federal financial aid programs, threatening both access and completion. The greatest impact will be on students served by the military tuition assistance program, as the benefits of that program will be indefinitely suspended. Sequestration will also reduce the availability of other federal financial aid programs and federally sponsored research and training grants. Because UMUC enrolls a significant number of service members, the administration projects that tuition assistance will be eliminated for tens of thousands of students who serve our nation in the armed services. Beyond the impact of the students in the armed services, USM officials estimate that proposed financial aid changes could impact an additional 20,000-plus students system-wide.

Chancellor Kirwan noted that System institutions are in the process of sending in reports detailing the impact of Sequestration on individual institutions including cuts to research budgets and other financial aid programs. Dr. Miyares explained that it would be helpful if the Committee or the Board would communicate (via press release, legislators, etc.) with government officials regarding this issue. He would like the Board to take a public stand stating that the Sequestration will have a significant, harmful effect on financial aid, which will affect active duty students, other students receiving financial aid, and the entire System. Regent Hershkowitz noted that at least 12 student leaders throughout the System have agreed to join together to write a letter regarding the negative effects of Sequestration on higher education.

The Chancellor's Office will coordinate with the Board to promptly address this issue.



## **Action Item**

### **Motion to Adjourn and Reconvene in Closed Executive Session**

Regent Michaux Gonzales announced the adjourning of the public session and the reconvening of a closed executive session. She stated, "The Open Meetings Act permits public bodies to close their meetings to the public under certain circumstances outlined in Subtitle 5 section 10-508(a) of the Act. On this 13th day of March 2013, the Education Policy and Student Life Committee of the USM Board of Regents will vote to reconvene in closed session following the adjournment of the public session. As required by the law, we have a written statement to become part of the record that the reason for closing this meeting is to discuss items under #2 of Article 10-508(a). To be more specific, we will vote to close the meeting to protect the privacy or reputation of individuals with respect to a matter that is not related to public business. Even more specifically, the Committee will be discussing the nominated candidate for receipt of an honorary degree from the University of Baltimore.

Regent Slater moved to close the public meeting. The motion was seconded by Regent Hershkowitz and unanimously approved.

Respectfully submitted by:  
Regent Louise Michaux Gonzales