



**Board of Regents
Committee on Education Policy and Student Life**

**University of Maryland, Baltimore County
June 5, 2013**

**Minutes of the Public Session
DRAFT**

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, June 5, 2013 in the Albin O. Kuhn Library and Gallery at the University of Maryland, Baltimore County. The meeting was convened at 9:30 a.m. Regents present were: Ms. Michaux Gonzales, Chair, Dr. Florestano, Mr. Hershkowitz, Rev. Reid, and Mr. Slater. Chancellor Kirwan was also present.

Also attending were: Dr. Beise, Dr. Bishop, Ms. Bondy, Dr. Boughman, Dr. Braha, Dr. Chambers, Dr. Chandler, Dr. Cooney, Ms. DeShong, Ms. Doyle, Mr. Faulk, Mr. Faulkender, Dr. Fetter, Ms. Fidler, Dr. Gobburu, Ms. Goedert, Dr. Golembewski, Ms. Harbinson, Ms. Hollander, Dr. Jarrell, Dr. Jenkins, Ms. Knepler, Dr. Lee, Dr. Lilly, Mr. Lurie, Mr. Morgan, Mr. Muntz, Ms. Narayan, Dr. Neerchal, Dr. Nykiel, Dr. Percy, Dr. Roche, Dr. Rhodes, Dr. Schneller, Dr. Shapiro, Dr. Silverman, Dr. Stanley, Mr. Thomas, Dr. Ward, Dr. Watson, Ms. Williams, Dr. Wolfe, Dr. Wood, Dr. Young, and other observers.

Dr. Nancy Young, Vice President for Student Affairs, brought greetings on behalf of Provost Phil Rous and gave brief descriptions of work that illustrates UMBC's commitment to academic achievement and student life.

Information Items

Center for Innovation and Excellence in Learning and Teaching, Director

Dr. Boughman introduced Dr. MJ Bishop, new director for the Center for Innovation and Excellence in Learning and Teaching (CIELT). CIELT is the System's center that will focus on campus action and System coordination of academic transformation and innovation activities. Dr. Bishop was most recently an Associate Professor of Instructional Design and Technology in the College of Education's Teaching, Learning, and Technology Program at Lehigh University in Bethlehem, PA. Dr. Bishop is honored to join the System and to continue working on issues about which she is passionate -- access to college, facilitating the transition into college, and college completion.

University System of Maryland and Affiliated Institutions, Executive Director

Dr. Boughman introduced Mr. Chuck Thomas, executive director of the University System of Maryland and Affiliated Institutions (USMAI), a consortium of 16 libraries at the public

universities and colleges in Maryland. USMAI's mission is to provide unified, cost effective, and creative approaches to the acquisition and sharing of information and knowledge resources across the 16 libraries. The consortium supports the shared mission of its member campuses to contribute to the intellectual and cultural growth of students, faculty, and staff. Mr. Thomas comes to the consortium with an extensive background in academic libraries and consortial services and brings an expert knowledge of emerging innovative responses to challenges facing academic libraries. Regent Florestano suggested that Mr. Thomas return next year to update the Committee on the libraries' services, activities, etc.

The College and Career Readiness and College Completion Act of 2013 (SB 740)

Ms. Hollander shared that the College and Career Readiness and College Completion Act of 2013 (Senate Bill 740) was passed and has been signed by Governor O'Malley.

Transfer of Credits: Institutions will be required to accept at least 60 credits of transfer from a community college toward an associates degree through the development of a state-wide transfer agreement. Another element is this section of the law has to do with "Reverse Transfer."

Near Completers: All USM institutions will provide incentives for students who earned at least 90 credits (or 45 credits at the community college level) and left school, to return to finish their degrees.

Degree Plans: Every student registered in a public higher education institution must have a degree plan filed in a timely manner. Many campuses already have such a process, but Academic Affairs will work with those who do not.

Pathways: Each institution must develop a pathway system to establish graduation and progress benchmarks for all students within set time limits. Institutions that do not already have pathways and benchmarks and/or do not require students to consult with an advisor prior to registration, will be developing those processes.

120-Credit Bachelor's Degrees: USM and MHEC must maintain a listing of all bachelor's degree programs requiring more than 120 credits and must ensure that those programs meet approved exceptions.

Dual Enrollment: High school students dually enrolled in our institutions will not be charged tuition. Universities will bill the school district for 75% of the tuition and 25% will be "waived" by the institution of higher education.

P-20 Update

Dr. Shapiro shared highlights of USM's various P-20 (preschool through graduate school) initiatives, which integrate key priorities of the USM with the key priorities of the Governor's Office, State Legislature, and Maryland Higher Education Commission. Since P-20 issues involve cross-segmental collaborations, projects are done in partnership with K-12 schools and higher education partners at the Maryland Association of Community Colleges, Maryland Independent College and University Association, Morgan, and St. Mary's. The P-20 work is organized around the following four umbrella issues: Academic Innovation and Transformation, K-12 Teacher

Preparation, P-20 Educational Alignment, and STEM. This work is supported by state funds and is also funded by external grants totaling approximately \$23,000,000 over the last 17 years. Detailed descriptions of the P-20 initiatives are available in your packet.

In response to Regent Slater's question about the low number of students who had earned the Associate of Arts in Physics, Chancellor Kirwan shared that students who get STEM degrees often go into STEM professions, which pay more than teaching. He acknowledged the UTeach program, developed at the University of Texas, as a successful effort to help combat this problem and suggested that we begin conversations with Provost Rankin (UMCP) and colleagues at Towson who have direct insight into UTeach. Regent Florestano also suggested that we begin considering the various reasons students don't want to study science, as that is a reason for the low numbers, too.

Regent Hershkowitz suggested that an analysis of redesigned courses be done in order to more fully understand the aspects of course redesign that are leading to costs savings and begin considering how those aspects can contribute to helping us stabilize tuition.

2012-2013 Summary of Institutional Achievement Gap Reports

Dr. John Wolfe presented this report which is based on six-year graduation rate changes compared to the fall 2008 cohort. Institutional progress on closing the achievement gap is considered from two categorical perspectives – gap narrowing or stabilizing and gap widening. This report indicates that the achievement gap is narrowing or stabilizing at eight institutions and widening at five institutions.

Regent Hershkowitz asked if the analysis includes students other than first-time, full-time freshmen. Although some institutions identified transfer students as one of their groups of interest, the "all student" category does not include transfer students. Chancellor has asked the USM staff to incorporate transfer student data in System reports. Finally, Dr. Kirwan suggests that Dr. Wolfe visit campuses to share the information and help the campuses make connections that could help promulgate the success of these programs.

Action Items

Annual Progress Report on Programs of Cultural Diversity

This report complies with statutory requirements and the Maryland Higher Education Commission guidelines. Dr. Wolfe explained that it highlights progress on efforts to: (1) increase numerical representation of traditionally underrepresented groups among students, faculty and staff, and (2) advance cultural diversity, sensitivity, and awareness among students, faculty, and staff. A salient aspect of this work is the continuing institutional assessment of the important connection between achieving cultural diversity and closing the achievement gap complemented by initiatives to address increasing minority access and participation in STEM fields. Dr. Wolfe noted that BSU, UB, UMB, UMCP, and UMUC continue to earn accolades in *Diverse Issues in Higher Education* for their production of higher numbers of students of color with various degrees. Dr. Wolfe highlighted selected programs but noted that each institutional report provides more details.

Regent Florestano noted that UMES' report did not have a narrative. Dr. Wolfe indicated that they do have programs of cultural diversity, but the timing was such that their narrative could not be included. Regent Slater wondered if we should ask the legislature if this report can be submitted every other year. Regent Gonzales stated that we will add reporting requirements to the list of topics she will explore with USM staff over the summer. Regent Florestano asked if best practices could be included in the next report and other reports in the future.

The Committee unanimously recommends that the Board of Regents approve the Annual Progress Report on Programs of Cultural Diversity submitted in Spring 2013. (moved by Regent Reid; seconded by Regent Florestano).

USM Student Council Constitutional Amendments

On behalf of USM Student Council president, Zachary Cohen, Regent Hershkowitz presented proposed amendments to the organization's constitution. These amendments would bring the groups' constitution in alignment with its bylaws which have already been amended.

Proposed amendments include:

- Technical and wording modifications,
- Revisions in the timing of representatives' terms to follow the fiscal year rather than the academic year, and
- Changes to officers' titles and responsibilities; these changes reflect the sometimes varying needs of undergraduate and graduate student bodies.

In response to the concerns of graduate students, USMSC proposes to create separate committees for undergraduate and graduate students and to have two vice presidents, one for undergraduates and one for graduates. They propose changing the name of the USMSC leader from chair to president for advocacy purposes, as president is the more common term in Annapolis. The proposed changes have been discussed with and approved by the Chancellor and Senior Vice Chancellor for Academic Affairs.

The Committee unanimously recommends that the Board of Regents approve the amendments to the University System of Maryland Student Council's constitution. (moved by Regent Slater; seconded by Regent Florestano).

USM Policy on Accident Leave for Faculty

USM Policy on Sick Leave for Faculty Members

Currently, Board Policy II-2.30 addresses both sick and accident leave for faculty. The policy was last amended in 1989, is outdated, and must be rewritten to be in alignment with statutes that have changed over the years. Separate accident and sick leave policies are being proposed. These amendments have been made in consultation with the Council on University System Presidents and the Council on University System Faculty.

Regent Slater noted that *likely* in the phrase "that would likely be compensable" on page one of the accident leave draft is inconsistent with the remainder of the accidental injury definition. USM's Ms. Joann Goedert agrees that it makes sense to delete *likely* from the definition of accidental injury. Regent Gonzales asked for a motion to amend the amendment by removing the word *likely*. (moved by Regent Reid; seconded by Regent Slater; unanimously approved).

Regent Florestano asked why there is no redlined version of the sick leave policy. Ms. Goedert explained that the changes were so significant and numerous that very little of the old policy survived; creating a redlined version would not have been helpful.

The Committee unanimously recommends that the Board of Regents approve the amendments to the USM Policy on Accident Leave for Faculty and the USM Policy on Sick Leave for Faculty Members. (moved by Regent Florestano; seconded by Regent Reid).

New Academic Program Proposals

Regent Gonzales explained that she has been considering whether the Committee is doing all it can to approve academic programs that are likely to succeed. She announced that she will work with the USM staff to take a renewed look at the evaluation of programs and the program approval process. Regent Gonzales expects to return in September with recommendations that will help the Committee consider how to best approve and review programs.

Dr. Boughman introduced each program proposal, and institutional representatives provided additional details and responded to questions.

Salisbury University: B.S. in Business Administration-Business Economics

Salisbury currently offers an Economics track within the BS in Business Administration and a Bachelor of Arts in Economics. The proposed program will provide students with the analytical and empirical skills needed to succeed in a business environment and the ability to apply economic tools to business decisions. Students will be required to complete the core Business Administration courses and six advanced Economics courses. There are similar programs within the state, but UMES does not offer an Economics major and there have been no objections to this proposal. Dr. Bob Wood further noted that considering the numbers of students already in the Economics track and the unique population on the Eastern Shore, it is anticipated that there will be sufficient interest in the proposed program's applied focus and that enrollment will fully support the program. He considers the degree a repackaging of what is currently offered. Prompted by questions from Regent Florestano about the business market, Dr. Wood noted that the market is there and that this repackaging will make students more marketable by adding more specificity to business administration which is typically seen as a general business degree. Dr. Wood also noted that Salisbury does have a BA in Economics, but that that major includes a language requirement and has other differences from the program being proposed.

The Committee unanimously recommends that the Board of Regents approve the proposal from Salisbury University to offer the Bachelor of Science in Business Administration – Business Economics. (moved by Regent Reid; seconded by Regent Hershkowitz).

Salisbury University: B.S. in International Business

The proposed program is based upon an existing, highly successful concentration in the B.S. in Business Administration program. Transitioning to a major will provide the opportunity to narrow the current broad survey of topics to focus on international curricula. This would be the only program of its kind on the Eastern Shore. Dr. Oliver Roche shared that the concentration does not meet the need or demand of employers. This program would include internship (both

study abroad and nationally with organizations dedicated to international issues) and language requirements and would better prepare students to be ready for international business experiences. Regent Gonzales asked why the study abroad component of the program could not be added to the concentration. Dr. Roche stated that the concentration allows students to get an international flavor, but the degree program would allow for more significant time and effort to explore the international issues at a deeper level. School officials have estimated enrollment at 100 based on the number of students who graduated with the concentration in 2012, 70, and the number of students enrolled in the international business concentration, approximately 100. Regent Florestano asked that the table of resources and expenditures be included in the proposal. Officials agreed to send those tables to the USM staff.

The Committee voted unanimously to recommend that the Board of Regents approve the proposal from Salisbury University to offer the Bachelor of Science in International Business. (moved by Regent Reid; seconded by Regent Hershkowitz).

Towson University: M.A. in Leadership in Jewish Education and Communal Service

In 2009, Towson agreed to transfer all Baltimore Hebrew University graduate students into Towson and integrate the graduate programs into the TU curriculum. Based on recommendations stemming from a three-year internal review of these programs, Towson proposed this program which will merge two current graduate programs into one and focus on leadership. Students enrolled in this program will be immersed in academic studies, develop a comprehension of the scope of Jewish experience, and prepare to become effective Jewish educators and communal workers. The integrated program proposal will decrease overlap of coursework, streamline resources, and strengthen the foundation of leadership that was incorporated into each of the two existing master's programs. Regent Slater, noting enrollment declines, asked on what basis do officials project incremental enrollment increases. Dr. Cooney explained that they have rebranded the program and are working to create an environment in which Towson is seen as the place for this type of education. Additionally, they propose to move forward on this program because it will better align them with other Jewish graduate education programs by preparing students for jobs in various arenas, not just schools.

The Committee unanimously recommends that the Board of Regents approve the proposal from Towson University to offer the Master of Arts in Leadership in Jewish Education and Communal Services. (moved by Regent Florestano; seconded by Regent Reid).

University of Baltimore: M.S. in Forensic Science-Forensic Accounting

The proposed program is a unique collaboration with the Nanjing Audit University (NAU) in China to offer a Master's in Forensic Science – Forensic Accounting. An interdisciplinary program drawing from expertise in the University of Baltimore College of Public Affairs and the School of Criminal Justice, and the NAU, the program will provide the requisite knowledge to investigate the expanding areas of criminal activity including accounting fraud, embezzlement, corruption, bribery, money laundering, and other related illegal activities involving finances. Part of the proposed program will be offered in China and part at UB. The initial intent is to offer the program to a cohort of students from NAU. The curriculum will also be suitable for UB students with the appropriate bachelor's degree and work related experience. NAU has identified over 2,000 potential students with interest in applying for this program.

Regent Gonzales asked whether this will be a worthwhile venture if China decides not to continue the partnership after a few years. Dr. Stanley believes the program will still be worthwhile, as it wouldn't take much to expand it to a degree program solely at UB, and that the forensic accounting focus is unique and in demand. Regent Slater asked what kind of guidance the Chinese students get when in the United States. Dr. Stanley stated that UB is developing an International Office to assist with visas, travel, and housing. Regent Slater also asked how will faculty travel to China be covered. Dr. Stanley stated that tuition will cover faculty salaries and travel. Since the courses are expedited, faculty would go to China in winter or summer for a limited amount of time. Dr. Shapiro asked if there is any concern about cybersecurity and hacking into sensitive United States information. Dr. Stanley explained that UB is in conversations with the federal government to make sure there are no cybersecurity issues.

The Committee unanimously recommends that the Board of Regents approve the proposal from the University of Baltimore to offer the Master's in Forensic Science – Forensic Accounting. (moved by Regent Florestano; seconded by Regent Slater).

University of Maryland, Baltimore: M.S. in Health Science

The Physicians Assistant (PA) program is a post-baccalaureate program at Anne Arundel Community College (AACC). Beginning in 2020, there will be a change to terminal degree expectations for PAs, and they will be expected to have a master's degree in addition to their PA credentials. AAAC approached UMB about a partnership in which they can provide consistency and standardization of entry into the profession, reflect the rigors of the PA curriculum, and facilitate the inclusion of PAs in communities of medical education, research and health policy. The arrangement (30 credits at UMB and the balance at AACC) will help limit student debt and provides a clear pathway for students. Ms. Bondy explained that this is being driven by an accreditation issue, but that the Bureau Labor and Statistics shows a 30% increase in need for PAs. This program will help meet that need.

Mr. Slater described issues that he has noticed in his professional work that arise because PAs are not considered a credible medical source. He made a personal suggestion to the UB presenters to lobby the appropriate organizations to have PAs identified as a credible medical source. Regent Gonzales asked that the record reflect that Mr. Slater's recommendation is not connected to the work of the University System of Maryland Board of Regents and that he made the suggestion as a private citizen.

The Committee unanimously recommends that the Board of Regents approve the proposal from the University of Maryland, Baltimore to offer the Master of Science in Health Science. (moved by Regent Reid; seconded by Regent Florestano).

University of Maryland, Baltimore: Master's in Pharmacometrics

Pharmacometrics is the science that quantifies drug, disease and trial information to aid efficient drug development and/or regulatory decisions. As noted in the proposal, graduates will be "uniquely prepared to bridge the gap in practical knowledge of modeling and simulation and clinical trials design and will be adept at using the state-of-the-art applications needed to make defensible drug development decisions." This program will train professionals who are in pharmaceutical companies to integrate big data that are compiled across hundreds of experiments to understand why programs fail or not to use best practices to make the process

better all around. This is proposed to be offered as an on-line, case-study, group project – oriented program, graduates be able to more effectively interact with interdisciplinary teams and to have the benefit of a broadened exposure to international business practices. This is the first program of its kind in the world.

The Committee unanimously recommends that the Board of Regents approve the proposal from the University of Maryland, Baltimore to offer the Master's in Pharmacometrics. (moved Regent Reid; seconded by Regent Florestano).

University of Maryland, Baltimore: Post-Baccalaureate Certificate in Research Ethics

The proposed certificate program will provide students with an understanding of human subjects research regulations and their historical foundations, an in-depth understanding of ethical principles that govern research, and the skills needed to analyze ethical issues that arise in the conduct of research. The program will be targeted to enrolled master's and doctoral students at UMB who conduct human subjects research and to in-state and out-of-state adult members of the workforce who are involved in different aspects of the research enterprise, including those who serve on institutional review boards. The program will utilize distance learning technologies and is designed to meet the needs of working professionals. This certificate program will fill a void in advanced education in research ethics for current students and related jobs, which Dr. Joga Gobburu expects to grow over the years. This certificate program will also enhance inter-professional interaction at UMB. Regent Florestano asked Regent Gonzales to consider, with USM staff, if it is necessary to bring a 12-credit certificate program before the Committee for approval.

The Committee unanimously recommends that the Board of Regents approve the proposal from the University of Maryland, Baltimore to offer the Post-Baccalaureate Certificate in Research Ethics. (moved by Regent Florestano; seconded by Regent Reid).

University of Maryland, College Park: M.S. in Finance

Students interested in Finance currently pursue a M.S. in Business with a Finance (MSBF) concentration. The University is proposing to offer a M.S. in Finance to replace the MSBF. This new title will better articulate graduates' credentials and make them more competitive in international markets where the degree in Finance is more common. Drs. Fetter and Faulkender explained that this is essentially a change in the name of the degree and a move from a concentration to a freestanding degree. The curriculum and locations (UMCP and the Department of Commerce building) will remain the same. They also offered that there are more than 1,000 applications for 180 slots, so although UB, Johns Hopkins, and Loyola offer a M.S. in Finance, there should be no harm to the other institutions' programs.

The Committee unanimously recommends that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Finance. (moved by Regent Reid; seconded by Regent Florestano)

University of Maryland Eastern Shore: B.S. in Marketing

Dr. Ron Nykiel shared that the university's review of academic programs identified that a marketing degree was needed in the School of Business, as they continue to see a demand for marketing now pursued through a concentration in the Business Administration program.

Additionally, marketing degrees are a hallmark of business schools around the country. The existing marketing concentration forms the foundation for the proposed B.S. in Marketing. Currently, 64 students are enrolled with 19 of those at the senior level. It is anticipated that, if approved, the program enrollment will increase and graduate 25 students per year. The Maryland Department of Labor, Licensing and Regulation's 2010-2020 occupational projections show there is a need for this degree. They project that 4,175 marketing professionals will be needed during that time period. The marketing major combined with AACSB accreditation will provide positive entry credentials for graduates.

The Committee unanimously recommends that the Board of Regents approve the proposal from the University of Maryland Eastern Shore to offer the Bachelor of Science in Marketing. (moved by Regent Slater; seconded by Regent Hershkowitz)

University of Maryland Eastern Shore: B.S. in Finance

Currently, students interested in finance complete a concentration within a business degree program. Students who pursue this proposed program will receive more specified training in finance. As noted above, the need for the degree resulted from an internal review of programs and will bring UMES' business school in line with business schools across the country. The branding associated with the finance major combined with AACSB accreditation will provide positive entry credentials for the program's graduates. Graduates are expected to provide leadership in minority business development that will benefit the State in the near and long terms. The Bachelor of Science in Finance was included under the USM Strategic Plan 2020. Based on state government projections and interest in the concentration shown over the last several years, UMES expects there to be steady interest in the program. Since the concentration started, 35 students have graduated with the finance concentration. UMES anticipates that in five years, the number of graduates will grow to 20 students per year. There are currently 26 students enrolled at all levels, with 10 seniors. Furthermore, based on the Maryland Department of Labor, Licensing and Regulation's 2010-2020 occupational projections, it is estimated that 28,270 finance professionals will be needed.

The Committee unanimously recommends that the Board of Regents approve the proposal from the University of Maryland Eastern Shore to offer the Bachelor of Science in Finance. (moved by Regent Hershkowitz; seconded by Regent Florestano).

University of Maryland Eastern Shore: B.A. in Jazz and Popular Music

Currently, UMES offers a BA in Music Education as its only music degree. This degree will broaden the scope of possibilities for students, as it is a performance degree, not an education degree. This will be UMES' first performance degree. The Jazz and Popular Music Studies Program will prepare competent, professional musicians for careers in the many fields associated with jazz and popular music performance. Graduates will be prepared for immediate careers or graduate school in the fields of jazz and popular music performance, arranging, composing, producing, teaching, and other areas in both entertainment and corporate America. There is a good market for the degree, and the program has been designed with input from the National Association of Schools of Music.

The degree requires over 120 credits, but the program is designed to be aligned accreditation requirements. Regent Florestano asked if the program could be structured with 120 credits or

less. Dr. Nykiel noted that the number of credits could be reduced, but that such action would make them ineligible for accreditation. Regent Gonzales asked if Dr. Nykiel suspects that degree proposals will come forth from other genres of music. Since this program includes popular music, he does not expect other proposals to come forth.

The Committee unanimously recommends that the Board of Regents approve the proposal from the University of Maryland Eastern Shore to offer the Bachelor of Arts in Jazz and Popular Music. The credits in excess of the standard 120 are recognized as necessary to meet the guidelines and standards of the National Association of Schools of Music and therefore provides the University with the option to seek program accreditation at a future date.

Closing Comments

Regent Gonzales shared that this is the last committee meeting for Regent Hershkowitz. She thanked him for all he contributed and noted the Committee's appreciation for the value he brought to the conversations.

Regent Gonzales adjourned the meeting at 11:57 a.m.