



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

**Thursday, September 4, 2014**

**Coppin State University**

**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 Thursday, September 4, 2014 in the Talon Center of Coppin State University. The meeting was convened at 9:35 a.m. Committee members present were: Ms. Ahmed, Ms. Michaux Gonzales (Chair), Mr. Kinkopf, Ms. Motz, Rev. Reid, Mr. Slater, and Ms. Turner.

Also attending were: Dr. Allen, Ms. Bainbridge, Ms. Baker, Dr. Beise, Dr. Boughman, Dr. Bryant, Dr. Chambers, Ms. Doyle, Dr. Faller, Ms. Goedert, Dr. Gregory, Dr. Harris, Ms. Hollander, Dr. Jackson, Ms. Jamison, Dr. Jarrell, Dr. Jenkins, Dr. Lee, Dr. Liverpool, Dr. Moreira, Mr. Muntz, Dr. Neufville, Dr. O'Leary, Dr. Reitz, Dr. Rhodes, Dr. Shapiro, Ms. Smith, Dr. Takona, Dr. Travis, Dr. Vaughan, Dr. Ward, Dr. Wolfe, and Dr. Wood.

President Neufville brought greetings from Coppin. Regent Gonzales introduced Regents Raaheela Ahmed and Cassie Motz. Regent Gonzales also thanked institutional representatives for attending and stressed the importance of their participation in EPSL discussions.

**Action Items**

**Academic Program Proposals**

**Towson University: Master of Arts in Interdisciplinary Arts Infusion**

Drs. Maggie Reitz and Greg Faller provided a brief description of the proposed program and answered questions. The proposed program is designed to address the professional development needs of existing teachers in Maryland. The proposed program provides the classroom teacher with arts integration as a pathway to achieve the master's credential required for the advanced certificate while distinguishing themselves as a leader in arts integration. The primary constituencies to be served by the proposed program are artist/educators and K-12 public school teachers in arts and non-arts disciplines who seek advanced certification and advancements in school reform. Other constituents include: educators and administrators who seek school reform in their practice; artists who desire collaboration with diverse communities; professionals from areas of business, health professions, advocacy, social work, human resources, family services, and outreach coordinators who aspire to develop themselves as innovators by enhancing their creative capital; and non-government and government organizations/employers who select

innovative specialists and expanding diversity practices from all of the above. The proposed program would be unique in Maryland, and there are no concerns about possible duplication of programs.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University for the Master of Arts in Interdisciplinary Arts Infusion. The motion was moved by Regent Slater, seconded by Regent Reid, and unanimously approved.

### **Towson University: Master of Science in Marketing Intelligence and Embedded Post-Baccalaureate Certificate in Interactive Marketing**

Drs. Maggie Reitz, Judy Harris, and Michael O’Leary provided a brief description of the proposed program and answered questions. Marketing Intelligence is an emerging field which is more functional and specialized than a MBA and draws upon multiple disciplines, including marketing strategy, marketing research, database management, data analytics, and interactive marketing. Graduates of the proposed program will be qualified for jobs with titles such as marketing intelligence analyst, digital marketing manager, marketing research analyst, and customer insight specialist. Graduates will be able to meet modern workforce needs through the merger of knowledge in marketing strategy and strong technical skills. The proposed program is interdisciplinary and collaborative with courses drawn from four departments -- Marketing, Computer Science, e-Business and Technology Management, and Applied Information Technology, which maximizes the efficiency and effectiveness of the offerings. Towson engaged industry professionals to understand workforce needs, and employment projections show strong future demand for graduates with skills related to this program. Regent Motz recommended that university officials reconnect with industry professionals to ensure those workforce stakeholders know the skills students graduating from this program will possess.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University: Master of Science in Marketing Intelligence and Embedded Post-Baccalaureate Certificate in Interactive Marketing. The motion was moved by Regent Kinkopf, seconded by Regent Motz, and unanimously approved.

### **Revisions to Board of Regents Policy on Student Social Media Privacy Policy (V-1.20)**

Dr. Joann Boughman presented this agenda item. In 2013, the General Assembly notified USM that it needed to create and pass a policy protecting students’ social media privacy. The Office of the Attorney General drafted the policy. Under tight time constraints, stakeholder engagement in the review of the proposed policy was somewhat limited, but the policy was passed in November 2013. Shortly after the policy was passed, members of the Academic Transformation Advisory Council (institutional academic transformation and innovation representatives) and other stakeholders noted issues with the policy; primarily, the language is so restrictive that it effectively prevents even legitimate academic uses of social media --both inside and outside the classroom. Problems include, but are not limited to:

- “Access information” that the policy directs is not to be shared includes usernames. Protecting students’ passwords is reasonable, but usernames are often the way people connect to each other on social media.
- Social media is not well defined.
- The sharing of public information is restricted.

In an effort to accommodate all the uses for social media within the academic context —while preserving the privacy of students— this revised draft has been developed by ATAC and reviewed by the presidents, provosts, vice presidents for student affairs, chief information officers, USM Student Council, Council of University System Faculty, and the Office of the Attorney General. Although no major objections were voiced, feedback was incorporated where appropriate. Regent Ahmed recognizes the value of the changes and the importance of the use of social media in the classroom and offers support for these changes. When this agenda item goes to the full BOR, Regent Slater asks that a track-changed version be included so regents can easily see the differences between the original and proposed policy.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the revisions to the Student Social Media Privacy Policy (V-1.20). The motion was moved by Regent Reid, seconded by Regent Kinkopf, and unanimously approved.

**Board of Regents Policy on Credit for Competency-Based Education and Prior Learning (III-1.41) to replace Board of Regents Policy on Credit by Examination and Portfolio Assessment (III-1.40)**

Dr. Joann Boughman and Ms. Teri Hollander presented this item. In accordance with the Veterans Full Employment Act of 2013, the Maryland Higher Education Commission has approved guidelines for awarding academic credit for a student's military training, coursework, and education. In addition, revisions to COMAR Title 13B.02.02.16 - Competency Based Education has removed the limit on the number of credits that may be applied towards degree requirements. Subsequently, the Board of Regents must revise or develop a policy "governing the awarding of academic credit for a student's military training, coursework, and education." USM staff proposes that the current Policy on Credit for Examination and Portfolio Assessment (III-1.40) be replaced with the attached Policy on Credit for Competency-Based Education and Prior Learning (proposed, III-1.41). As a result of the changes, institutions must review and revise, as appropriate, their policy (or policies) on credit for Competency-Based Education, including military training, coursework, and education, and implement during AY 2014-2015. The draft policy was vetted with the presidents and provosts; no major objections or concerns were voiced.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the Policy on Credit for Competency-Based Education and Prior Learning (III-1.41) as a replacement for the Board of Regents Policy on Credit by Examination and Portfolio Assessment (III-1.40). The motion was moved by Regent Slater, seconded by Regent Reid, and unanimously approved.

**Information Items**

**Amendments to Board of Regents Policy on Tuition Remission for Spouses and Dependent Children of USM Employees and Retirees (VII-4.20)**

Ms. JoAnn Goedert presented this agenda item. Under the Board's policy on tuition remission, employees' spouses and dependents may receive 100% tuition remission at their home institution and are eligible for 50% tuition remission at another institution only if: 1) the student's chosen academic program is not available at the home institution, or 2) the student is not admitted to the home institution. The USM's Councils of University System Faculty (CUSF) and University System Staff (CUSS) jointly request an amendment to the policy to allow this group of spouses

and dependents to attend any USM institution to which they have been admitted with 50% tuition remission, regardless of the aforementioned circumstances. After analysis and consideration of the potential benefits, costs, and other possible implications of the proposal, USM vice presidents for administration and finance, provosts, and presidents recommend the adoption of this amendment. The attached amendments to the tuition remission policy incorporate the CUSF-CUSS proposal and also include a non-substantive, technical clarification regarding the eligibility of retirees on work-related disability pensions for tuition remission benefits. Changes would be implemented in Winter 2015. The Committee supports the concept, but several regents raised concerns about the fiscal implications for institutions, especially those institutions already experiencing financial difficulties. The Committee discussed the pros and cons of using the first year as a pilot year to better understand fiscal implications. Regent Gonzales will express these thoughts when the topic is brought before the full Board.

### **2013-2014 Summary of Institutional Achievement Gap Reports**

Dr. John Wolfe and Mr. Chad Muntz presented this item. In 2007, the USM hosted a state-wide conference to set a course for Maryland to cut in half the achievement gap by 2015 and eliminate it by 2020. As a follow-up to the conference, Chancellor William Kirwan asked the USM's undergraduate degree-granting institutions to develop achievement gap strategies that include institutional data analysis and needs assessments, along with specific goals and timelines to reduce the gap between low-income and high-income students, underrepresented minority students and majority students, and African American males and White males. The first reports were presented in 2010, defining the gap specific to each institution and strategies and programs initiated to close the gap. In 2012, the Chancellor requested institutions to narrow the focus to African-American, Hispanic, and low-income (based on Pell Grants) students because of the complexities of tracking and reporting on a wide array of subpopulations of students. This 2013-2014 summary report continues the focus on African American, Hispanic, and low-income students. The Committee will receive annual updates on progress in addressing the achievement gap through the target date of 2020. Copies of the complete institutional reports are available on the USM website. However, generally, this summary divides the achievement gap efforts of the institutions into three groups. The first group is the institutions below the USM average—Bowie, Coppin, Frostburg, University of Baltimore, and University of Maryland Eastern Shore. The second group is the institutions at or above the USM average—Salisbury, Towson, UMBC, and UMCP. The final group is the institutions without large full-time new freshmen classes—UMUC and UMB. This categorization provides insight into how close the USM is to its 2015 and 2020 goals. The FY 2020 class was admitted, and their first semester is this fall 2014. USM institutions will be closely monitoring and intervening for the next six years to make the fall 2014 entering class successful. Dr. Wolfe noted that many institutions are challenged by the preparation of students and the need for financial aid for students. He suggested that focus be turned to the assessment of initiatives that help address preparation and other issues, as that is where changes may be made between now and 2020.

### **Report on Academic Program Actions Delegated to the Chancellor, 2013-2014**

Ms. Teri Hollander presented this agenda item. In accordance with Board Resolution III-7.03, a report is submitted annually to the Board of Regents of program actions delegated to the Chancellor. Between September 2013 and August 2014, the Chancellor approved 18 new certificates and concentrations and 15 name changes. He also approved the suspension and discontinuance of 11 degree programs, certificates, and areas of concentration. In addition, the Board of Regents approved 11 new degree programs. A chart detailing the Chancellor's actions and programs approved by the Board is available on the USM website.

### **Tentative Annual Agenda, 2014-2015**

Regent Gonzales shared that the Tentative Agenda for 2014-2015 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest, while other information items are responses to specific requests for reports and recommendations on a variety of topics of interest to the Committee. The following topics were raised as possible additions to the 2014-2015 agenda:

- Emergency preparedness
- Academic preparation of incoming students; K-12/HE collaborations/best practices
- Concerns and needs of underrepresented student groups
- Student preparation to deal with finances after graduation

### **Adjournment**

Regent Gonzales called for a motion to adjourn. (Moved by Regent Slater, seconded by Regent Kinkopf, and unanimously approved). Regent Gonzales adjourned the meeting at 11:25 a.m.

Respectfully Submitted,

Regent Louise Michaux Gonzales