



**University System of Maryland
Board of Regents
Committee on Education Policy and Student Life**

**Minutes
Public Session**

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents met in public session on Tuesday, November 17, 2015 at the University of Baltimore. The meeting was convened at 9:34 a.m. Committee members present were: Regent Brady (chair) and Regents Comitz, Gonzales, Gourdine, Kinkopf, and Slater. Chancellor Caret was also present.

Also attending were: Dr. Allen, Ms. Bainbridge, Ms. Baker, Dr. Bishop, Dr. Bryant, Mr. Clark, Ms. Doyle, Ms. Harewood, Ms. Hollander, Ms. Jamison, Dr. Jarrell, Dr. Lee, Dr. Levy, Mr. Lurie, Mr. Muntz, Ms. Murray, Mr. Page, Dr. Passmore, Dr. Pomietto, Dr. Reitz, President Schmoke, Dr. Travis, Mr. Vivona, Mr. Ward, Dr. Whitehead, Dr. Wolfe, Dr. Wood, and other guests.

President Schmoke welcomed the Committee to the University; Regent Brady thanked the President for his hospitality.

Information Items

Report on the Opening Fall 2015 Enrollment and FY 2016 Estimated FTE

Mr. Chad Muntz, Director of Institutional Research, presented this report, which provides an overview of preliminary fall 2015 undergraduate, graduate and first professional enrollment – overall enrollment growth, and full-time and part-time enrollment patterns. The report also includes a fiscal year 2016 FTE estimate. The information in the report describes enrollment as compared to enrollment projections submitted to the Board of Regents last Spring and offers a comparison in enrollment from one Fall to the next. This information can provide insight into resources used, retention, degree mix, as well as other important measurements across the USM.

Major highlights from the report include:

- USM headcount enrollment increased for a total of 163,454 students.
- The 125,683 FY 2016 FTE estimate will be higher (+2,159) than FY 2015 actual.
 - Most of the growth is due to UMUC. When excluding UMUC, USM headcount and FY 2016 FTE only increased slightly.
 - Not including UMUC, UMCP, UMES, and UMB grew the most.
 - Not including UMUC, FTE growth is due to more transfers and slightly better retention.
- Total enrollment at the USM's Historically Black Institutions decreased (this year by 0.8%) for the fifth year in a row.

- The undergraduate population remained near the ten-year low; the graduate population decreased.
- Overall, USM first-time, full-time students decreased to 12,450 in fall 2015 (-188). UMES and Salisbury increased, while the other campus decreased.
- USM has consistently grown eight out of the past ten years increasing from 135,319 in fall 2006 to 163,454 in fall 2015 (+28,135).
 - Most of the growth over the past ten years has been at UMUC.
 - Most of the headcount growth has been at the undergraduate level.

Mr. Muntz believes that when our institutions are compared to their peer institutions, we are on track, as, nationally, many institutions are facing similar demand and capacity issues. He believes the USM is managing well with the resources we have and that while there are space limitations, we are meeting demand to the greatest extent possible. Nevertheless, we are struggling for growth, which will make it unlikely that the USM will fulfill its contribution to the state's 55% degree goals. However, given the importance of transfer students, Mr. Muntz shared the many efforts in which the USM is engaged to attract students from community colleges. It is important to note, however, that the mix of undergraduate students is increasingly part-time, which will increase the USM's time-to-degree.

Regent Brady would like subsequent reports to include a description of where each institution stands with respect to capacity.

Report on the Instructional Workload of the USM Faculty

Dr. Ben Passmore, Assistant Vice Chancellor for Administration and Finance, presented this annual report which summarizes instructional workload (i.e., teaching, research, and service activities) at all USM degree-granting institutions with tenured or tenure-track faculty for the 2014-2015 academic year. Overall, the results indicate serious challenges to meeting the expectations found in Board policies originally established in the 1990s. Key findings include:

- Tenure-track faculty fell below overall workload policy expectations at 6 of 9 institutions.
- The USM research institutions collectively met the expected instructional productivity standards.
- The USM comprehensive institutions collectively fell below the target.
- Core faculty (including all full-time instructional faculty) fell below expectations at 7 of 9 institutions.
- Including critical exceptions, tenured/tenure-track faculty met expectations at 7 of 9 institutions; when all instructional exceptions are included all institutions exceeded the workload expectations.
- Outcomes remain strong:
 - Total bachelor's degrees awarded continues to rise rapidly.
 - Time to degree and completion of degrees in 4 years remain at excellent levels.
- Faculty publication and scholarship continue at high levels.
- USM levels of grants and other research awards rose 6% and rose to over 1.2 billion dollars for the first time in 4 years.
- Tenure-track faculty are teaching fewer students in fewer classes.
- Full-time, non-tenure track faculty are rapidly growing in numbers and credit hours.

Dr. Passmore noted that if all allowable release time (i.e., for research, instruction-related assignments, administrative and service duties, sabbaticals, and reasons of health or illness) were subtracted from the total requirement, all institutions would meet expectations. He further explained, with strong support from Dr. Diane Allen, provost at Salisbury University, that this single measure (course units) of workload no longer adequately captures all instructional activities. Many of the ways in which faculty are teaching and being involved with students are currently deemed “exceptions” or otherwise not accounted for in the current Workload policy. Dr. Allen noted that we need a new definition of instruction; she shared that faculty are following the BOR suggestions to be innovative. There have been major shifts in workload and changing roles that faculty are fulfilling to embrace evolving teaching and learning models that have been demonstrated to enhance student success, such as more advising, mentoring, supervising internships, and non-lecture course activities.

Institutions are encouraged to review policies and practices at the institutions to determine any changes or shifts on campuses that may have contributed to missing targets and decreasing totals, as structural practices may have decreased the workload as currently measured. All agree, however, that concerns about the workload metrics should be addressed system-wide. Therefore, the Committee charged Dr. Joann Boughman, Senior Vice Chancellor for Academic Affairs, to establish a USM workgroup consisting of leadership from USM and institutions that includes senior professionals in academic affairs and institutional research, faculty, and other experts to determine more comprehensive and appropriate ways to measure instructional workload as we move forward in our work with strong focus on student success analytics and academic innovation. The workgroup should review and re-evaluate BOR policy and the metrics used to measure and calculate faculty workload and propose more advanced metrics to measure faculty workload.

Upon BOR approval, the current report will go to the Department of Budget and Management for their review, and then it will be submitted to the General Assembly.

Discussion on Intercollegiate Athletics Reporting to the Board of Regents

Dr. Boughman shared that for several years, per BOR Bylaws, EPSL has received updates on the academic success of student athletes and athletics teams. With the existence of the Board’s Intercollegiate Athletics Workgroup (in place since 2012), the Committee discussed its role in intercollegiate athletics governance and oversight. The Committee considered its priorities and roles and how those have or have not, in the past, duplicated the work of the Intercollegiate Athletics Workgroup. Generally, regents did not agree on the extent to which the core jurisdiction of academic aspects of intercollegiate athletics should be left to the Workgroup without input from or additional oversight by the EPSL Committee. Regents did agree, however, that decisions on how to move forward should be informed by an examination of the charge of the Intercollegiate Athletics Workgroup and a review of its agenda. Regent Brady assured the Committee that he would look further into these documents and possible solutions and that the Committee would address this topic again at a future meeting.

Institutional Accreditation Processes

Dr. Boughman reminded the regents that accreditation of the USM institutions is through the Middle States Commission on Higher Education, which sets forth standards for accreditation and provides support and guidance to meet those standards. Accreditation includes periods of candidacy, periodic review, and decennial evaluation. These processes involve a significant institutional self-study and visits by a team of external peer evaluators.

Presently, six of our institutions are up for their decennial review. Regents are serving on those review teams. UMCES has gone through its first accreditation process and will be recommended for approval to grant degrees, and two institutions will go through periodic review during 2015-2016. Detailed information can be found in the meeting materials.

The USM staff does not see any areas for concern with the reviews that are currently in process and will work with our campuses to address any issues that may arise.

Action Item

Adjournment

Regent Brady called for a motion to adjourn. The motion was moved by Regent Slater, seconded by Regent Gonzales, and unanimously approved. Regent Brady adjourned the meeting at 11:18 a.m.

Respectfully Submitted,
Regent James Brady