



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

**Universities at Shady Grove
November 20, 2013**

Minutes of the 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 Wednesday, November 20, 2013 in the Multi-Purpose Room of the Universities at Shady Grove, Rockville, MD. The meeting was convened at 9:55 a.m. Regents present were: Ms. Michaux Gonzales, Chair; Dr. Florestano; Mr. Kinkopf (phone); Mr. Manizade; and Mr. Slater.

Also attending were: Dr. Andersen, Ms. Baker, Ms. Bauder, Dr. Beise, Dr. Boughman, Dr. Chambers, Mr. Crockett, Dr. Dilisio, Ms. Doyle, Mr. Hogan, Ms. Hollander, Mr. Horne, Ms. Jamison, Dr. Jarrell, Mr. Kellam (phone), Dr. Kelly, Dr. Lee, Dr. Levey, Mr. Lurie, Dr. Moreira, Mr. Morgan, Dr. Moriarty, Mr. Muntz, Ms. Murray, Dr. Passmore, Dr. Rhodes, Ms. Scott, Dr. Shapiro, Ms. Smith, Dr. Spicer, Dr. Varwig, Mr. Vivona, Dr. Watson, Dr. Wolfe, Dr. Wood, Dr. Young, Dr. Zimmerman, Ms. Zwerling, and other observers.

Information Items

Recognition of National Education Week Event

Regent Gonzales noted that on November 19th, she had the pleasure of attending a reception for one of the System's signature grants, the Minority Student Pipeline/Math Science Partnership (MSP)². (MSP)² is a partnership project funded with \$12.4 million from the NSF. The partnership is between USM, Bowie State, Towson, UMCP, the Prince George's County Public Schools, and Prince George's County Community College (PGCC). The goals of the grant are to improve science education in Prince George's County Public Schools and to increase minority and underrepresented STEM students in college. Regent Gonzales highlighted this important grant as an example of collaborative work that has demonstrated success. A total of 380 teachers have participated in professional development led by science faculty at UMCP and PGCC, enhancing their STEM knowledge base. As a result, science standardized test scores for students in participating schools have increased at twice the rate of students in non-participating Prince George's County schools. Additionally, more than 300 students have participated in an innovative Bowie State/PGCC early college dual-enrollment program. Those participants have earned over 3,000 college credit hours in science courses. Regent Gonzales thanked Dr. Nancy Shapiro and her team for their leadership on this grant and congratulated them on their success.

Financial Aid Panel

Financial aid has been identified as a critical issue for the Board of Regents this academic year. During the Board retreat on October 3, 2013, Board Chairman, Jim Shea, requested that the Education Policy and Student Life Committee examine the full complexities of financial aid and return with recommendations as to how the Board can address financial aid in ways that will assist students in their efforts to enroll in and persist through USM institutions. Today, financial aid directors, Patricia Scott (UMB); Sarah Bauder (UMCP); David Towne (Towson); and James Kellam (UMES), shared details about how financial aid is packaged at the institutional level, examples of student decision-making processes, considerations for how institutional aid is distributed, and other special institutional characteristics that inform the process.

Although each presenter shared institution-specific information, data, and experiences, several common points emerged:

- Financial aid is affected by changing demography, economics, and values and expectations.
- FAFSA filings are increasing.
- Higher percentages of wealthy and poorer families are filing, but fewer middle-income families are filing.
- The number of Pell eligible students is growing.
- Work-study (available to undergrads and grads) is positively correlated to higher GPAs and increased retention and graduation.
- Both merit aid and need-based aid are beneficial:
 - Merit aid tends to keep talented students in the state.
 - Need-based aid reaches talented students who may not otherwise be able to attend.
- Students and families often need assistance completing the FAFSA.
- The amount of debt students have when arriving to graduate/professional school is of concern.
- Within the last four years, more attention has been paid to aid for transfer students; the process for securing aid and rates of offering need-based aid to transfer students is similar to that of first-time, full-time freshmen. Other aid for transfer students should be explored.
- Most students are able to pay back their loans, as there are many ways to repay loans; default rates at the institutions represented are low (defined as below 5%); news reports tend to highlight outliers.
 - Yet, institutions should still take financial aid literacy and advising seriously, as students need to understand how their borrowing may affect their lives.

The financial aid directors recommend that the Board of Regents:

- Examine how state aid is applied, the timing of the process, and predictive modeling;
- Understand that there is limited state funding for graduate/professional students; increased aid would make the programs/institutions more competitive and lead to increased enrollment;
- Examine how financial aid is or can be used to boost graduation rates and suggest mechanisms for those best practices to be shared across the System;
- Understand that campus-based programs (i.e., work-study) are needed, useful, and

beneficial, but there is a possibility of them being scaled back or eliminated during the upcoming Reauthorization of Higher Education; and

- Examine other ways financial aid may be affected by the Reauthorization of Higher Education and discuss possible action.

Report on Campus Mental Health Services

USM's Vice Presidents of Student Affairs compiled a report on the state of mental health services across institutions. The report highlights trends in college mental health faced by counseling center personnel including:

- Increase in demand
- On-campus counseling services
- Psychiatric services
- Triage and/or waitlist periods
- Referrals
- Crisis intervention
- Prevention, education, and outreach services
- Funding and management of services

Associate vice presidents of student affairs, Kim Leisey (UMBC) and Jana Varwig (Towson), shared more details around the trends of concern in college mental health, recommended staff to student ratios, staff qualifications, how campuses manage increased demand for services, and the changes in services provided by counseling centers from 15-20 years ago to the present. Regent Manizade introduced UMCP Student Government Associate president, Samantha Zwerling, who described students' concerns and governing councils' efforts around this issue. A recent survey showed that students are concerned about wait time, especially considering costs associated with services outside of the universities. Ultimately, this issue is important to all, because students' mental health can directly affect their grades, retention, and graduation.

The presenters recommend that the Board of Regents:

- Recommend that institutions allocate funds to mental health services;
- Help campuses do better with communications and marketing so all students know what services are offered;
- Recommend that each campus examine its problems and ensure they are properly staffed to handle those problems;
- Assist campuses with reframing mental health services from a crisis issue to a mission-critical service, as it is core to academic success, classroom management, retention, and non-disruption of the campus community; and
- Help institutions frame the conversation as a campus community issue not a counseling center issue; all should understand how and why it matters.

Report on the Instructional Workload of the USM Faculty

Dr. Ben Passmore, USM Assistant Vice Chancellor for Administration and Finance, presented the twentieth annual report on the instructional workload of the USM faculty. The report summarizes instructional workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. Overall, the results

indicate substantial success both in meeting the explicit workload goals and in generally improving productivity. Highlights include:

- Total Tenured/Tenure-Track faculty complement rose 45 or 1%, while FTE student enrollment rose by 78 or less than 1% in AY 2012-2013, rising faster than the number of students we're having; more us catching up than a pattern
- The USM Research institutions collectively met the expected instructional productivity standards (averaging 5.7 courses per faculty member),
- The USM Comprehensive institutions collectively fell below the target (7.2 courses per faculty member),
- The time-to-degree was maintained at the level established last year (8.7 semesters), and
- USM levels of grants and other research awards dipped by 7% but still totaled over 1.1 billion dollars.

Dr. Passmore noted that while numbers regarding comprehensives falling below their benchmark may seem concerning, he suggests that the regents should only become concerned if the trend continues over a number of years. Dr. Passmore also noted that changes in the last 20 years (including, but not limited to, academic transformation) all contribute to some distortions in the report. He noted that over the next year, Institutional Research staff at USM will review the analytics to make sure the best and most accurate indicators are being used.

Report on Opening Fall 2013 Enrollment and FY 2014 Estimated FTE

Mr. Chad Muntz, USM Director of Institutional Research, presented this report which provides an overview of preliminary fall 2013 undergraduate, graduate and first professional enrollment – overall enrollment growth, full-time and part-time enrollment patterns. The following details were highlighted:

- USM has stopped growing and is shrinking
 - Part-time students decreased
 - Slight increase in first-time, full-time new freshmen
- Federal sequestration and government shutdown having an effect
- Impact of mediation efforts on academic program mix still to be determined

For FY2014, Mr. Muntz described estimates that show:

- Loss over FY 2013 actual (-518)
- Residential campuses (+244 FTE)
 - For 2nd year, most of that growth will be at Towson and UMBC
- UMUC reversed recession pattern of growth
 - UMUC is projected to shrink -762 FTE

Finally, he identified implications for strategic goals as:

- Positive increase in USM First-Time Full-Time Freshmen, but still less than Fall 2008
- Maryland community college transfers continue to increase
- Growth at traditional campuses is limited
- UMUC is shrinking

Report on Intercollegiate Athletics

This agenda item is being deferred until January 14, 2014 Education Policy and Student Life meeting.

Report on the Teacher Education Summit

Dr. Nancy Shapiro, Associate Vice Chancellor for Academic Affairs, shared details of a recent teacher education summit. Due to the convergence of many issues in education and educational reform including, but not limited to, the implementation of the Common Core State Standards and their associated assessments and digital technologies, P-20 educators across the state have started discussing the urgent need to redesign teacher education. On October 11, 2013, a group of Maryland's P-20 education partners sponsored a Teacher Education Summit at Towson University. The objective of the Summit was *to conduct a comprehensive review of the major issues and components of teacher education in Maryland in order to identify common challenges, themes, priorities to meet the changing needs of students and society*. The sponsoring partners included the University System of Maryland, Maryland State Department of Education, Maryland Higher Education Commission, Maryland Association of Community Colleges, and Maryland Independent College and University Association. The event also received support from the Lumina Foundation and College Readiness Partnership, which includes American Association of State Colleges and Universities, Council of Chief State School Officers and State Higher Education Officers Association.

Participants included 235 educators from all segments: K-12 teachers, principals, superintendents, higher education deans and directors of teacher education, arts and sciences faculty and deans, and policy leaders from across the state. At a meeting this week, the Governor's P-20 Leadership Council charged a task force to develop a set of recommendations regarding teacher education in Maryland higher education institutions, including: (a) policy and regulations, (b) curriculum and instruction, (c) induction and internship, and (d) resource allocations in order to advance the quality of the state's teacher education programs. Dr. Shapiro is hopeful that this initiative will be successful and different from teacher education initiatives of the past because of the push being given by the aforementioned national reform efforts in coordination with new, energized, and collaborative P-20 partners.

Adjournment

Regent Gonzales called for a motion to adjourn the meeting. (moved by Regent Slater; seconded by Regent Florestano; unanimously approved). Regent Gonzales adjourned the meeting at 12:32 p.m.