

University System of Maryland  
Board of Regents  
Committee on Education Policy  
Minutes of the November 19, 2012 Meeting

The Committee on Education Policy of the University System of Maryland Board of Regents met in public session on Tuesday, November 19, 2012 in the Hilda and Michael Bogomolny Room of the Student Center at the University of Baltimore, 21 West Mount Royal Avenue, Baltimore, Maryland. The meeting was convened at 11:15. Present were: Ms. Gonzales, Chair, Dr. Florestano, Mr. Hershkowitz, Mr. Kinkopf, Chancellor Kirwan, Rev. Reid, and Dr. Young. Also attending were: Dr. Allen, Ms. Baker, Dr. Beise, Dr. Bogomolny, Dr. Boughman, Dr. DiLisio, Ms. Hollander, Dr. Jarrell, Dr. Lee, Dr. Levine, Mr. Lurie, Dr. Moreira, Mr. Muntz, Dr. Neapolitan, Dr. Passmore, Dr. Rhodes (for Dr. Simpson), Dr. Shapiro, Mr. Vivona, Dr. Ward, Dr. Watson (for Dr. Cini), Dr. Wolfe, Dr. Wood, Dr. Zimmerman, members of the press, and other observers.

Ms. Gonzales called the meeting to order and expressed her apologies for the delayed start. Out of consideration for those making presentations to the Committee, the order of the agenda was adjusted to allow guests to present first. The minutes reflect the order in which topics were addressed. Copies of materials distributed at the meeting are on file with the official minutes of the meeting.

### **Innovation Centers at USM Institutions**

The Committee has heard a lot about academic transformation and innovation efforts that are coming forth through the System, but individual campuses are significantly involved in this work also. The panelist shared details of work that is occurring on their campuses.

**University of Maryland** College Park– On behalf of Provost Rankin, Elizabeth Beise, Associate Provost, shared four areas where Maryland is moving forward with academic innovation:

- 1) New General Education Curriculum – UMD’s revised general education program includes incremental changes with enhancements in math, writing, oral communication, and diversity requirements. The program also includes a new category called Scholarship and Practice, which allows students to get more hands-on experience in classrooms and encourages faculty to engage students more interactively. Additionally, the entire general education program is learning-outcomes based.
- 2) Blended Learning Initiative – UMD implemented a blended learning initiative which has transformed both large and small courses to be delivered through a mix of online and face-to-face instruction. In Spring 2012, over 1,000 students were enrolled in the 10 courses which were transformed. UMD is collecting data to fully measure the effects of this work.
- 3) COURSERA – UMD joined COURSERA, the for-profit provider of massive open online courses (MOOCs) which are offered to students free and not for credit. As a partner, the University will provide the course content while COURSERA provides the grading, administration, and platform for delivery. In Spring 2013, 50,000 students will take courses through UMD’s partnership with COURSERA.
- 4) Classroom Transformations – UMD is physically transforming classrooms from traditional settings with lecture seating to settings that allow for collaborative learning such as table seating.

**University of Maryland University College** – On behalf of Acting Provost Cini, Marcia Watson, Vice Provost, presented information about UMUC's efforts. Although innovation is engrained in UMUC's mission, the University is engaged in key academic innovation and transformation projects.

- 1) With a few exceptions, all degrees are able to be completed online.
- 2) UMUC's learning mode for online delivery is based on an active learning model.
- 3) Curriculum Redesign – An extensive redesign project, Segway, occurred within the undergraduate school. The redesign led to the review of learning outcomes for all programs and courses to ensure alignment with each other and with the needs of the current workforce.
- 4) Open Learning Initiative – UMUC is offering Introduction to Biology, Introduction to Computing, and Introduction to Statistics through its partnership with the Carnegie Mellon's Online Learning Initiative. Courses taught using this program's software have yielded increased learning as evidenced by fewer failing grades.
- 5) Learning Analytics – The University is employing learning analytics to examine student behaviors in online courses in order to identify which behaviors are correlated with success. UMUC will then design interventions to approach students who are not engaged in beneficial behaviors to encourage them to embrace the more beneficial behaviors.
- 6) The undergraduate school is expanding experiential opportunities to include workplace learning. Workplace learning allows students to currently earn credit by completing project-based activities within the workplace under the guidance of a faculty member.
- 7) The University is creating a new Center for Innovation and Learning within the Provost's Office. The Center will be the engine that drives academic innovation at UMUC. Staff within the Center will work with faculty to identify pedagogies and technologies, determine their effectiveness, and rapidly roll out those that are effective.

**Towson University** – Jane Neapolitan, Professor and Chair, Department of Instructional Leadership and Professional Development, presented on Towson's work.

Towson's academic innovation work is focused on reorganizing and refocusing current efforts to become more efficient and effective. The focus is to build on currently existing courses and programs and provide professional development to faculty to enable them to contribute to the various academic innovation efforts on campus. The Office of Academic Transformation will be a support for faculty in terms of teaching, scholarship, and service and helping them partner with other faculty members in a non-evaluative setting. Faculty will be encouraged to be part of interdisciplinary focus teams to examine problems of practice to see what's working within the classrooms as it pertains to teaching and learning. The Center will also be a clearinghouse and a vehicle to set connections for work being done across the University.

Dr. Boughman noted that these are just three examples of many academic innovation efforts across the System. She concluded the panel by acknowledging that the System's Academic Transformation Center will serve to share the work being done across the System, help institutions make connections with each other, and provide assistance to evaluate the work that is being done.

## **Foreign Language Instruction in the USM: Conversation with the Chief Academic Officers**

USM Provosts responded to a survey designed to understand the current state of foreign language instruction within the system. Conclusions from the report include, but are not limited to:

1. Every institution is providing courses that meet the needs of the curriculum and the campus mission.
2. Campuses recognize the increasing need for professionals to have Spanish courses, especially in health and human services fields.
3. There is a reduction of interest in German and French with at least one campus changing their French major to a minor.
4. Campuses recognize the need to enhance access to Arabic and Chinese courses for expertise in international relations and business.
  - a. Currently, Towson, UMCP, UMUC, and Frostburg offer Arabic.
  - b. UMUC, UMCP, and UMBC offer Chinese.
5. Programs are increasing their focus on culture as well as languages.
6. Provosts are discussing ways to collaborate in providing advanced courses that are difficult to defend on the basis of student enrollment on one campus.

Based on Regent Young's inquiry, Dr. Boughman will look into work that can be done with the Confucius Institute at the University of Maryland. Finally, the body recognizes the potential for increasing foreign language instruction via online learning opportunities. The provosts are examining consortium efforts to being pulling together those guidelines in order to help advance opportunities on campuses.

## **Report on the Instructional Workload of the USM Faculty**

Ben Passmore, USM Assistant Vice Chancellor for Administration and Finance, presented this annual report required by the legislature. Highlights of the report include:

1. Total tenured/tenure-track faculty rose by .3% while FTE student enrollment rose by 1.3% in AY 2010-2011.
  - a. This demonstrates that faculty members have larger numbers of students in classes and are working harder to teach those students.
  - b. At the request of several regents, in the next report, Dr. Passmore will include the information on adjuncts and graduate assistants; focus will be placed on the growth of this segment in comparison to that of tenured/tenure-track faculty.
2. Tenured/tenure-track faculty at 8 of 9 institutions is generating more course units than expected based on Regents' policy (Refer to Table 2).
  - a. Dr. Passmore will research the national norms for teaching load requirements to see how our expectations compare to other systems and/or states.
3. Tenured/tenure-track faculty at comprehensives averaged 7.4 course units; tenured/tenure-track faculty at research institutions averaged of 5.9 course units (Refer to Table 3).
  - a. This most rigorous measure of faculty workload shows that 6 of 9 USM institutions reported a level of instructional productivity that is at or above expectations. Those not meeting expectations can be attributed to reorganizations or faculty who have exemptions for other work including institutional research and advising.
  - b. Tables 3 and 4 are often most scrutinized by the General Assembly.
4. Total bachelor's degrees awarded rose.
5. Time to degree and completion of degrees increased slightly, but is at a low level.
6. Faculty publication and scholarship is high; faculty secured 1.2 billion dollars of research funding, a high level, but a decline from last year.
  - a. Items 4, 5, and 6 demonstrate that the teaching load is appropriate and that faculty are meeting the demands.

It was noted that context is needed to appropriately understand some of the data. For example, Table 2 notes that UB has a lower percentage of course units taught, but the institution's small numbers, the exemption of many faculty members, and their reorganization efforts make it difficult to capture the UB situation very well. Additionally, a representative from Frostburg noted that faculty have responsibilities tied to new modes of teaching and other non-traditional methods of credit accumulation which are not included in the report. Dr. Passmore stated that the System is working to improve the way data are collected in order to be able to capture those details.

### **Report on Opening Fall Enrollments**

Chad Muntz, USM Director of Institutional Research, presented the Fall 2012 Preliminary Opening Fall Enrollment and FY 2013 Estimated FTE Report.

This is an annual report to give an overview of headcount and FTE for FY 2013 which includes Fall 2012. The following findings were reported:

1. Headcount has decreased for first time in years; UMUC has also decreased.
  - o MD is still a net exporter of students overall, so there are ways to increase enrollment.
2. Enrollment growth – traditional campuses are steady with students being taken in taking in; UMUC took in lower #s.
3. FY 2013 FTE Estimate – expected growth of 87 FTE (mainly at UMBC and Towson) from last year, and UMUC is projected to shrink. Overall, USM has stopped growing.
4. FTE Graph – 1000 FTE loss estimation.

### **Change in Name of the Committee on Education Policy**

Based on a discussion of the Committee's role, function, and annual agenda at the October meeting, there is a proposal to change the name of the Committee on Education Policy to the Committee on Education Policy and Student Life. This change, and a subsequent change in the scope of the Committee's responsibilities, would put a more thorough focus on student affairs and student life issues. The Vice Presidents of Student Affairs and the Academic Affairs Advisory Council support the proposal. **The motion for the name change was made and approved unanimously with authorization for the Chair to prepare a draft statement of the charge of the Committee as set forth in the bylaws.** This draft would include student life issues for which the Committee would be responsible and may also include other changes to make the entire statement more succinct. These revisions will be submitted to Committee members prior to the December BOR meeting.

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

Ms. Gonzales asked for a motion to adjourn the public session and convene closed session to discuss other administrative matters as provided for under State Government Article §10-508(a). The motion was approved unanimously.