



**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, May 15, 2018 at Towson University. The meeting was convened at 9:35 a.m. Committee members present were: Regents Gourdine (chair), Brady, Fish, Johnson, and Shorter. Chancellor Caret and former EPSL chair and regent Tom Slater were also present.

The following were also in attendance: Ms. Bainbridge, Dr. Beise, Dr. Bishop, Dr. Boughman (phone), Dr. Chandler, Dr. Coleman, Dr. Deng, Dr. Fritz, Dr. Harrison, Ms. Jamison, Dr. Jarrell, Dr. Khoza, Dr. Lee, Dr. Lewis, Mr. Lurie, Dr. Moreira, Dr. Moriarty, Mr. Neal, Dr. O'Leary, Dr. Olmstead, Ms. Pomietto, Ms. E. Murray, Dr. R. Murray, Dr. Richman, Dr. Santamaria-Makang, Dr. Shapiro, Dr. D. Smith, Ms. K. Smith, Dr. Smolko, Dr. Thomas, Dr. Throop, Dr. Tull, Dr. Vank, Dr. Whitehead, Ms. Wilkerson, and other guests.

**Action Items**

**New Academic Program Proposals**

**Frostburg State University: Master of Medical Science in Physician Assistant Studies**

Dr. Elizabeth Throop, Provost and Vice President for Academic Affairs, and Dr. Beth Smolko, Program Director, presented this proposal for Frostburg to offer the Master of Medical Science in Physician Assistant Studies (PAS) in response to the growing state and national physician shortage, particularly in rural and medically-underserved areas such as Western Maryland. Admissions preference would be given to regional students, who are more likely to remain in and work in the region. Initially, the program will be delivered on the FSU campus to meet COMAR regulations. Pending MHEC approval, the program will be housed at the University System of Maryland Hagerstown (USMH). Although FSU anticipates hundreds of applications, they plan to enroll 25 students in a cohort each year. In response to a related question from Regent Fish, Dr. Smolko noted that, initially, they are restricting the number of students in a cohort because they are focusing on Western MD applicants. Frostburg is willing to scale up the program if the need remains. Regent Fish recommended the program officers coordinate with the state or state agencies to establish and promote incentives for graduates to stay in the region. Dr. Smolko perceives that the biggest challenge will be securing clinical rotations, but they are optimistic, as the region is embracing the development of this program. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication. Regent Brady recommended that the program developers and administrators learn

from other institutions' challenges with obtaining and maintaining accreditation within similar programs.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Frostburg State University to establish a Master of Medical Science in Physician Assistant Studies. The motion was moved by Regent Shorter, seconded by Regent Brady, and unanimously approved.

**Towson University: Master of Science in Actuarial Science and Predictive Analytics**

Dr. Tim Chandler, Provost; Dr. Michael O'Leary, Chair, Department of Mathematics; and Dr. Min Deng, Professor of Actuarial Science, presented the proposal to offer the Master of Science in Actuarial Science and Predictive Analytics (ASPA). The impetus for the proposed program is in alignment with the recent, significant growth opportunities and changes within the actuarial field as new and emerging applications (particularly in the risk assessment and predictive analytics areas) and the need for graduate education become obvious. The proposed ASPA program will build upon the strength of a popular undergraduate program at TU. The program will prepare students for success in an occupational marketplace that projects 25% job growth in Maryland from 2014-2024. The program curriculum will include specialties (in forecasting, predictive modeling, and risk analysis and management) to address workforce demands. This graduate program will be the first of its kind in Maryland. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication. Regents inquired about anticipated enrollment but cited no notable concerns.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University to establish a Master of Science in Actuarial Science and Predictive Analytics. The motion was moved by Regent Fish, seconded by Regent Johnson, and unanimously approved.

**Towson University: Master of Science in Transformational Educational Leadership**

Dr. Tim Chandler, Provost; Dr. Laila Richman, Assistant Dean; and Dr. Ronald Thomas, Chair of the Department of Instructional Leadership and Professional Development presented the proposal to offer a MS in Transformational Educational Leadership. The establishment of this program would transform the current TU Educational Leadership Track of the Master's in Human Resource Development into a standalone degree program. This transformation will address the evolution of roles for educational leaders, along with the newly-released state and national professional standards. Studies show that the demand for school leaders will grow six percent by 2022 due to population increases and expected high turnover due to retirements. Building on the strong foundation of the existing track, the curriculum and structure of the proposed Transformational Educational Leadership Master's degree program will graduate well-prepared educational administrators to address the growing need for school leaders in public school systems in the state and region. Regents asked to hear more about the need for the program and the distinction between the current track and the proposed program. The presenters shared that, currently, the track restricts the number of credit hours students can take and that the limited number of hours makes meeting requirements for full preparation challenging. If this program is approved, the track will be discontinued and students currently in

the track will come into the new degree program. Program developers have designed the program based on what schools and districts needs in order to better serve communities, schools, and students and, thus, will offer the program at closed sites (for school district employees within the actual school districts). The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University to establish a Master of Science in Transformational Educational Leadership. The motion was moved by Regent Shorter, seconded by Regent Brady, and unanimously approved.

### **University of Maryland University College Doctor of Business Administration**

Ms. Blakely Pomietto, Deputy Chief Academic Officer, and Dr. Doug Harrison, Associate Dean of the Graduate School, presented UMUC's proposal to offer the Doctor of Business Administration (DBA). UMUC presently offers the Doctor of Management (DM), which will be discontinued upon the approval of the DBA. Additionally, no new students would be admitted into the DM program and those currently in that program would be permitted to complete the DM or convert to the DBA. The development of the DBA speaks to the growth of professional doctorates, especially in the business field, which demonstrates a specific orientation toward applied, practice-based preparation and credentials. This proposed degree establishes the final program to complete the vertical degree pathway beginning with the Bachelor's in Business Administration, continuing to the Master's in Business Administration, and culminating with the Doctor of Business Administration at UMUC. Graduates will be prepared to practice evidence-based management and applied research that focuses on all strategic aspects of organizations and businesses. In response to questions from Regent Johnson, students who have already graduated with the DM will not need to return to refresh their credentials. In response to Regent Brady's questions posed to understand the need for this program, especially considering the long-standing recognition of the MBA as the premiere, business graduate degree, presenters shared that the demand for the DBA is seen in data modeling tools and feedback from students who have been in the field who share that such a degree would help prepare them to progress in their careers by extending their area of expertise, developing a broader skill set, and extending and expanding foundational knowledge. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from University of Maryland University College to establish the Doctor of Business Administration. The motion was moved by Regent Shorter and seconded by Regent Fish. The motion passed with no opposition and one abstention.

### **Information Items**

#### **Report of the Regents' Workgroup on Civic Education and Civic Engagement**

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach; former regent, Tom Slater; and Regent Will Shorter, presented this report. Mr. Slater shared that in May 2017, as

EPSL chair, he charged a Regents' Workgroup on Civic Education and Civic Engagement to: *make recommendations for system-wide initiatives to help our students graduate as more active and effective citizens. The group's three-part mission focused on civic education, civic engagement, and civic responsibility.* Dr. Shapiro led the workgroup which included Mr. Slater and Mr. Shorter, provosts, vice presidents for student affairs, and students. (The membership list is included in the meeting materials.) Regent Slater recognized workgroup members in the audience and shared more of the workgroup's processes. Regent Shorter acknowledged the hard work of the workgroup and his appreciation for being part of the process. The workgroup reached out to knowledgeable experts within and beyond USM institutions and conducted a thorough analysis of relevant reports, policies, and a System-wide survey of all 12 institutions to identify existing, ongoing, and aspirational activities and campus-level investments and initiatives. Although the survey showed that USM institutions were already heavily invested in civic engagement work, the workgroup developed a draft report to help USM institutions progress. An initial draft report was shared with the Provosts, Vice Presidents for Student Affairs, and USM Student Council. That process resulted in a revised report, which was shared with the Council of University System Presidents and Chancellor's Council. The attached report reflects further revisions and includes recommendations:

### **Recommendations for USM:**

1. Foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture.
  - Encourage Carnegie Community Engagement classification for all institutions in USM.
  - Consider offering incentives through partnership grants for institutions to help each other.
  - Encourage voting by using the National Study of Learning, Voting and Engagement data to document and assess progress toward higher voter participation from each institution. Share reports with USM office.
  - Consider the development of a "badge" to designate student-level competencies in civic learning and democratic engagement.
2. Identify civic literacy as a core expectation for all students.
  - Expand opportunities for service/action learning for undergraduate students in all majors to engage in real-world applications of their learning through coursework and through community leadership programs.
  - Expand opportunities for civic learning and engagement for graduate students as it applies to their programs of study.
  - Align civic learning and democratic engagement goals with Carnegie Community Engagement standards, and have institutions report progress toward agreed upon goals.
  - Establish the Civic Learning and Democratic Engagement Workgroup as an ongoing USM workgroup with responsibility for overseeing the progress toward goals.
  - Consider establishing a Regents' "designated priorities" fund for awarding seed grants to institutions to implement the civic learning and civic engagement recommendations.

### **Recommendation for USM Institutions:**

- I. Create a mechanism, such as a “Civic Investment Plan” that captures and sets forth plans to strengthen significant institutional commitment to civic learning and civic engagement and details resources being used and resources needed:
  - Multiple incentives for embracing public purposes and greater civic involvement;
  - Learning outcomes explicitly defined in courses and curricula;
  - Incentives for student affairs to develop public-oriented leadership programs and activities;
  - Training and support for faculty to create civic engagement courses and collaborations and offer opportunities on how to approach difficult conversations with students inside and outside of the classroom; and
  - Recognition and rewards for faculty who develop and implement innovative civic engagement and pedagogies in their courses.

The Committee expressed support for the work and report. Regent Fish asked why Carnegie Classification is only a recommendation and not a requirement. Chancellor Caret agrees that it should be the standard, but Dr. Shapiro noted that resources needed to obtain the classification could be a problem for some institutions. Regent Brady agreed that this work is critical and expressed concern about the level of civic engagement and education students have when entering our institutions. Dr. Shapiro highlighted the recommendation to establish the Civic Learning and Democratic Engagement Workgroup as an ongoing USM workgroup to address these and other barriers to progress.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the recommendations within the Report of the Regents’ Workgroup on Civic Education and Civic Engagement. The motion was moved by Regent Brady, seconded by Regent Fish, and unanimously approved.

### **William E. Kirwan Center for Academic Innovation Update**

Dr. MJ Bishop, Director, Kirwan Center for Academic Innovation (KCAI), presented this report. The USM’s Center for Academic Innovation was established in June 2013 to enhance and promote the System’s position as a national leader in higher education academic innovation. Dr. Bishop thanked the regents for recognizing that this work was important and that a system-level center could enhance the momentum that was garnering within the USM and nationally with efforts like course redesign. The Center’s charge is (1) to capitalize on recent findings from the learning sciences and the capabilities of emerging technologies to increase postsecondary access, affordability, and achievement and (2) to identify best practices and facilitate efforts to take them to scale across the USM. MJ and KCAI staff bring together academic change leaders (the Academic Transformation Advisory Council – ATAC) from across the System to identify ways to achieve the mission. Working at the System level has allowed for the leveraging of the collective strengths of our diverse institutions, which are working together to support innovation across the USM. From this vantage point KCAI has been able to:

1. Create a collaborative environment to support innovation both among the USM institutions and across the State of Maryland;
2. Incubate initiatives aimed at catalyzing change;
3. Remove barriers that block progress; and

#### 4. Lead the national conversation on academic transformation.

Dr. Bishop shared highlights of and impact from USM institutions' work on (1) usmX (free online courses through a nonprofit online learning destination platform called edX, and MicroMasters® Programs, free, non-credit master's level courses, which can accelerate the pathway to an advanced degree); (2) the Maryland Open Source Textbook Initiative (which has saved students more than \$3.4M cumulatively); and (3) the Badging Essential Skills for Transitions project to help students choose experiences aimed at developing career-ready skills and better communicate what they know and are able to do via digital badges to signify accomplishments prior to joining the workforce. Additionally, the KCAI will partner with the Council of University System Faculty to continue addressing academic integrity issues.

Dr. Bishop and her team project that for AY20-21:

- Enrollments in OER courses will exceed 54K students;
- Annual net student textbook savings will be almost \$4M per year;
- Roughly a 4% increase in passing rates (based on national research); and
- Potential \$328,181 tuition revenue retained.

They also recognize the need to ensure this work is sustained and have adjusted the Center's mission statement to include *sustaining* efforts to take best practices to scale across the USM.

Regent Gourdine and Chancellor Caret thanked MJ and her team for their work. Regent Brady suggested the need to constantly look for different ways to deal with challenges that come from an ever-changing educational landscape. More information can be found in the meeting materials and at <http://www.usmd.edu/cai/>.

#### **P-20 Overview and Update**

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, presented this report to the committee. USM P-20's mission is to facilitate seamless alignments between high school and college, between two-year and four-year institutions, and between college and the workforce. The USM Office of P-20 Education and Outreach works to connect USM 2020 Strategic Plan goals in the Office of Academic and Student Affairs:

- Equity, Diversity, Inclusion and Civic Engagement: Valuing and Celebrating All Maryland Residents;
- Increasing Access, Affordability and Degree Attainment; and
- From Research to Jobs: Leading in Research, Innovation, and Economic Competitiveness

This year, USM's P-20 work was anchored in the Kirwan Commission, which made preliminary recommendations in five key areas. USM's P-20 work focused on two of the Commission's key areas: (1) increasing the supply of highly-qualified and diverse teachers and school leaders and (2) college and career pathways. Regarding highly-qualified teachers, the P-20 team is engaged in work with Teacher Induction, Retention and Advancement (TIRA) and the Council of the Accreditation of Educator Preparation and Program Approval. Regarding college and career pathways, Dr. Shapiro and her team are engaged in mathematics reform with the First in the World Grant, the Governor's P-20 Leadership Council Workforce Development Workgroup, B-Power, and the Maryland Center for Computing Education (MCCE). A summary report and materials were made available to the regents and public.

## **2018-19 Agenda Brainstorming**

Committee members proposed the following topics as areas of interest for the upcoming year:

- Mental health – Although this will be the basis of the educational forum at the June 22, 2018 BOR meeting, the committee should consider following up regarding:
  - how institutions provide services currently;
  - what can and should be done to enhance services;
  - the supply of mental health providers in the state; and other related topics
- Academic integrity
- The Inclusion and Diversity Workgroup – an update; ideas for (or progress made on) the sharing of best practices, recommendations to the BOR, etc.
- Differential tuition – the committee would like to understand the extent to which students were affected by differential tuition based on their demographics.
- Campus security – processes and procedures employed to keep students safe.
- Free speech
- Faculty diversity and the PROMISE Academy work (as suggested by Dr. Renetta Tull)
- Title IX – implementation on the campuses; reporting processes and training; clarity on who responsible employees are and the messages they give those in need
- Teacher preparation
- Remedial education – an update; data within the USM; possible elimination of developmental work through co-requisites (part of the FITW work)

Regent Gourdine invites regents to continue offering ideas to her or the USM staff.

### **Action Item**

#### **Motion to Adjourn**

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Fish, seconded by Regent Johnson, and unanimously approved. Regent Gourdine adjourned the meeting at 11:30 a.m.

Respectfully Submitted,  
Regent Michelle Gourdine