



**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, March 5, 2019 at the University of Maryland, Baltimore County. The meeting was convened at 9:39 a.m. Committee members present were: Regents Gourdine (chair), Dennis (phone), Johnson, Fish, Frazier, and Wood. Chancellor Caret was also present.

The following were also in attendance: Ms. Bainbridge, Dr. Beise, Dr. Boughman, Mr. Bowden, Dr. Coleman, Mr. Cooper, Dr. Drimmer, Ms. Feagin, Dr. Garvin, Dr. Gibson, Ms. Jamison, Dr. Jarrell, Dr. Lee, Dr. Lily, Mr. Lurie, Dr. Ma, Dr. Moriarty, Ms. Murray, Ms. O'Grady-Cunniff, Dr. Olmstead, Mr. Prouty, Dr. Reitz, Ms. Rhen, Dr. Rous, Dr. Santamaria-Makang, Dr. Shapiro, Dr. Smith, Dr. Straub, Dr. Westerman, Dr. Young, and other guests.

Chair Gourdine welcomed all to the meeting and thanked Regent Johnson for chairing the January meeting.

Action Items

New Academic Program Proposals

University of Maryland, College Park: Master of Science in Applied Economics

Dr. Betsy Beise, Associate Provost, and Dr. John Straub, Program Director presented the proposal to offer the Master of Science (MS) in Applied Economics. Since fall 2012, UMCP has offered a Master of Professional Studies (MPS) in Applied Economics. The current proposal would establish a stand-alone MS degree. The curriculum for the proposed program will comprise the core and field courses that already exist in the MPS in Applied Economics. The degree change to a MS allows the Applied Economics program to be properly-designated as a STEM program in the Federal Classification of Instructional Programs (CIP). This status will also attract more highly-skilled domestic and international students to the program, allow for extended stay in the United States after graduation (as dictated by Homeland Security), and increase opportunities for scholarships and fellowships. This program is also necessary, because the master's degree has become an important, and sometimes mandatory, credential in the economics profession. Since the program began in 2012, it has been a stable program with a strong enrollment. That is expected to be sustained during this transition. This program will be ideal for working professionals and has proven successful, as MPS graduates are finding employment (most with federal government agencies) and realizing promotions. 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 the University of Maryland, College Park to establish a Master of Science in Applied Economics. The motion was moved by Regent Wood, seconded by Regent Frazier, and unanimously approved.

University of Maryland, College Park: Master of Science in Geospatial Information Sciences

Dr. Betsy Beise, Associate Provost, and Dr. Jianguo Ma, Program Director, presented the proposal to offer the Master of Science (MS) in Geospatial Information Sciences. Since fall 2008, UMCP has offered a Master of Professional Studies (MPS) in Geospatial Information Sciences (GIS). The intent of this proposal is to create a stand-alone MS in Geospatial Information Sciences. Although the curriculum for the proposed degree will be the same as that of the MPS, the change to a MS allows the Geospatial Information Sciences program to be properly-designated as a STEM program in the Federal Classification of Instructional Programs (CIP). Giving a proper CIP classification to the program will help attract more highly-skilled domestic and international students. This status will also attract more highly-skilled domestic and international students to the program, allow for extended stay in the United States after graduation (as dictated by Homeland Security), and increase opportunities for scholarships and fellowships. This field has a wide range of application areas such as transportation logistics, network analysis, emergency management, urban planning, and environmental research. In the Washington DC metropolitan area, there is a high concentration of government agencies and various other organizations that have high demand for skilled GIS professionals. Since the program began in 2008, it has been stable with a strong enrollment that is expected to be sustained during this transition. In response to regents' questions, the presenters noted that the Geospatial Information Sciences program differs from the Geospatial Intelligence program, because the former is the broader, more generic study of the field, and the latter is more focused on application. 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 the University of Maryland, College Park to establish a Master of Science in Geospatial Information Sciences. The motion was moved by Regent Fish, seconded by Regent Johnson, and unanimously approved.

University of Maryland, College Park: Master of Science in Geospatial Intelligence

Dr. Betsy Beise, Associate Provost, and Dr. Ruibo Han, Program Director, presented the proposal to offer the Master of Science (MS) in Geospatial Intelligence. Since fall 2017, UMCP has offered a Master of Professional Studies (MPS) in Geospatial Intelligence. The current proposal would create a stand-alone MS. Although the curriculum for the proposed MS in Geospatial Intelligence will be the same as that of the MPS, the degree change to a master's of science allows the program to be properly-designated as a STEM program in the Federal Classification of Instructional Programs (CIP). The proper CIP classification for the Geospatial Intelligence program will increase its market visibility to students. This status will attract more highly-skilled domestic and international students to the program, allow for extended stay in the United States after graduation (as dictated by Homeland Security), and increase opportunities for scholarships and fellowships. The program will provide workforce-focused training in cutting-edge topics in geospatial intelligence, geographic information science, remote sensing, and data science in the big data era. The MS in Geospatial Intelligence will provide the skills and expertise graduates need to lead new initiatives in the rapidly-shifting landscape of defense and security applications as related to the fields of national security, machine intelligence, business intelligence, criminology, government, and emergency management. Graduates would be prepared to work for the government and private sector, and most graduates are in the federal government. The curriculum in Geospatial Intelligence is distinct from Geospatial Information Sciences, which is also being proposed at this meeting, in that it has a stronger focus on remote sensing, information management, information security, and data analytics. Although still relatively new, the Geospatial Intelligence program is popular, and program officials expect this momentum to remain. 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 the University of Maryland, College Park to establish a Master of Science in Geospatial Intelligence. The motion was moved by Regent Frazier, seconded by Regent Wood, and unanimously approved.

Proposal of New Academic Titles and Ranks

Dr. Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs, with assistance from Dr. Philip Rous, provost, UMBC, and Dr. Bruce Jarrell, Provosts, UMB, presented the requests for approval for the *University of Maryland, Baltimore* to establish the ranks of: *Graduate School Assistant Professor, Graduate School Associate Professor, and Graduate School Professor* and for the *University of Maryland, Baltimore County* to establish the ranks of: *Part-Time Adjunct III and Full-Time Principal Lecturer*. Upon approval, these ranks and titles would be included in their institutional appointment, promotion/rank, and tenure policies (APT; ART) and, subsequently, used by faculty. Currently, faculty ranks are listed in the USM Policy on Appointment, Promotion, and Tenure of Faculty (II-1.00). Section II. A. 2., Faculty Ranks, Promotion, Tenure, and Permanent Status; General Principles, of the USM APT policy states that new ranks and titles are subject to the approval of the Board of Regents. Additionally, prior to the current requests, new ranks and titles approved by the board would have been inserted in the aforementioned USM policy. However, the Office of Academic and Student Affairs plans to revise the APT policy with a major change being the deletion of the entire section of several pages that lists every faculty title at every USM institution. Subsequently, USM staff, in consultation with the Office of the Attorney General, supports these institutions' requests for approval to insert these titles and ranks to their institution's appointment, promotion/rank, and tenure policies without inserting the titles to the USM APT policy. The change is needed at UMB, as the Graduate School has become more established and desires titles to accommodate the work being done by faculty within that school. Currently, many function with the title of lecturer, but school officials believe the shift to one of the aforementioned titles will promote recruitment and retention efforts. UMBC requests the new titles, as there are adjuncts who have been dedicated and engaged members of the faculty for many years, and they hit a ceiling at Adjunct II. Moreover, recommendations to create the requested titles were put forth in the institution's strategic plan and during the Middle States accreditation process. Both institutions worked with their institution's shared governance to create these proposals. Even though one institution having these titles would not obligate every institution to have the same titles, USM has consulted with the institutions' provosts, and there are no objections to this process. Letters are attached to describe the following requests to adopt the identified ranks and titles for use at the respective institution.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore to establish the ranks of: *Graduate School Assistant Professor, Graduate School Associate Professor, and Graduate School Professor*. The motion was moved by Regent Wood, seconded by Regent Johnson, and unanimously approved.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to establish the ranks of: *Part-Time Adjunct III and Full-Time Principal Lecturer*. The motion was moved by Regent Dennis, seconded by Regent Fish, and unanimously approved.

Proposed USM Student Council Constitutional Amendments

Mr. Roy Prouty, President of the USM Student Council (USMSC), presented these constitutional amendments to the committee. Concerns were raised at the September 2017 meeting of the USMSC related to the congruence of the documents that govern the USMSC. Mr. Prouty and the USMSC worked to create a draft constitution that broadly describes the USMSC and some of its functions while moving more procedural functions to the Bylaws. In March 2018, the committee initially proposed that the USMSC Constitution and the USMSC Bylaws should be modified to:

1. State the composition of the USMSC. Additional regional centers or institutions will therefore require an amendment to this document.
2. Discuss only structure of USMSC in Constitution. Responsibilities of members, Executive Council, and Board of Directors will be detailed in Bylaws.
3. Delegate points of procedure not relating to the Constitution itself (e.g., amendment procedures) to the Bylaws.

Changes can be viewed in the files presented with this agenda item. The USMSC's desire to amend the constitution does not reflect changes in the group's functions, but a wish to streamline their guiding documents. These amendments were discussed during the October 2018 and February 2019 USMSC meetings. On February 10, 2019, the USMSC unanimously approved these proposed amendments.

Based on Regent Fish's inquiry, Dr. Boughman explained that USMSC Bylaw amendments do not need BOR approval, but that as USM liaisons to the USMSC, Dr. Boughman and Dr. Zakiya Lee (Assistant Vice Chancellor for Academic and Student Affairs) would help the students navigate and manage making amendments to the Bylaws or creating separate documents to help guide the Council's work. It was also recognized that some of the Council's functions are described in the USM Policy on the USM Student Council (I-3.00)

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University System of Maryland Student Council to amend its Constitution as noted above and in the supporting documents. The motion was moved by Regent Dennis, seconded by Regent Frazier, and unanimously approved.

Information Items

Update: Civic Education and Civic Engagement Efforts

Dr. Nancy Shapiro, Associate Vice Chancellor for Outreach and Engagement, USM; Dr. Deb Moriarty, Vice President for Student Affairs, Towson; and Dr. Karen Olmstead, Provost, Salisbury, presented this update on the USM's civic education and civic engagement efforts. The presenters reviewed the key recommendations (from the May 2018 report) that guides this work.

1. Encourage Carnegie Community Engagement classification for all USM institutions.
2. 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.
3. Expand opportunities for service/action learning for undergraduate students in all majors to engage in real world applications of their learning through coursework and community leadership programs.
4. Establish a Civic Learning and Democratic Engagement workgroup as an ongoing USM workgroup with responsibility for defining goals, and overseeing progress toward goals
5. Consider establishing a Regents "designated priorities" fund, for awarding seed grants to institutions to implement civic learning and civic engagement recommendations.

Three workgroups have emerged from this work, and highlights are as follows:

Voting and Census

Dr. Shapiro noted that in 2016, USM institutions outpaced other NSLVE 4-year public institutions in terms of:

Voting rate: 59.7% compared to 52%

Registration rate: 82.9% compared to 75.8%

Registered-and-voted rate: 71.8% compared to 68.5%

Also, from 2012 to 2016, USM institutions improved in 2 out of 3 categories:

Voting rate: from 56.2% to 59.7% (+2.3)

Registration rate: from 78.1% to 82.9% (+3.3)

Registered-and-voted rate: from 72.2% to 71.8% (-0.4)

This subgroup will turn its focus to prioritizing census activities on campus,

Carnegie Classification

Dr. Moriarty shared that Carnegie Classification is the ultimate national recognition given to community-engaged institutions. “The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement.” (<https://www.brown.edu/swearer/carnegie>).

Towson earned this recognition in 2008 and renewed in 2014. Institutions applying by April 15, 2019 include Frostburg, Salisbury, UMB, and UMBC. UMCP, UB, CSU, and UMES are building campus dialogue and infrastructure to be positioned to apply in the 2025 cycle. The workgroup and USM staff will support the institutions that are applying for and preparing to apply for the designation through the very long and complicated process. In response to Regent Gourdine’s inquiry, Dr. Moriarty described the high degree to which receiving this classification requires integration across the institution including, but not limited to, co-curricular activities, classroom learning, and service learning.

Curriculum Integration

Dr. Olmstead shared that the curriculum integration group has reviewed and updated the inventory of activities and partnerships in USM BOR Workgroup Report, identified opportunities for collaboration and researching best practices, identified strategies to mitigate gaps within/across USM institutions in civic engagement and civic education, and is planning to convene a faculty professional development conference for AY19-20.

Dr. Shapiro concluded by noting that this work is moving along well, but that we are always looking to improve. She also stated that the funding initiative to help support this work was not fulfilled but that future requests should be made.

Update: USM P-20 Initiatives

Dr. Nancy Shapiro, USM Associate Vice Chancellor for Outreach and Engagement, presented this report to the committee. Shapiro noted that the P-20 work was started by former Chancellor Don Langenberg, who recently passed. The fact that this work has been in place and thriving for over 20 years is a testament to his leadership. The USM P-20 Office (within the Office of Academic and Student Affairs) serves as a single point of contact for the education segments from the P-12 schools through community colleges to independent and public four-year universities to collaborate on shared objectives of building seamless educational experiences for students from kindergarten through college and career.

Major initiatives include:

MCCE

The work of the P-20 office has expanded with the addition of the new Maryland Center for Computing Education (MCCE). The MCCE team has started organizing the center, connecting with school districts, and creating summer professional development programs for over 200 Maryland teachers to be held later in 2019. They will also continue assisting all Maryland school systems as they develop and implement their plans for making computer science opportunities available to all students in the state.

BPower

John Brenner, Director of Early College Initiatives at the University of Baltimore, leads and continues to expand this work. Dual enrollment headcount at UB has grown twentyfold since 2016, and partner high schools and community-based partners increased tenfold. Growth included the participation of middle school students, and the efforts are now at the cusp of reaching nearly every eligible public high school in Baltimore. Significant steps have been made in establishing a consortium of higher education collaborators. Work will continue between several stakeholders including UB, Baltimore City Community College, the Baltimore City Public Schools, Coppin, and Morgan.

Teacher Workforce Workgroup

The Kirwan Commission has identified teaching and teachers as critical to improving public education in Maryland, and USM provides almost 70% of the Maryland-prepared teachers. A newly-established Teacher Workforce Workgroup will examine matters of quantity and quality in producing an appropriate teacher workforce for our state and advising System leadership and the Regents on how the USM can best shape its resources in that effort, in anticipation of the FY2021 Enhancement Request. Dr. DeBrenna Agbenyiga, Provost at Bowie State University, and Dr. Laurie Mullen, Dean of Education at Towson University, will co-chair the workgroup composed of all ten USM Education Deans and Directors, USM's Institutional Research office, and augmented by representatives from the Maryland Independent College and University Association, the Maryland Association of Community Colleges, the Maryland State Department of Education, and the Maryland Higher Education Commission.

First in the World Maryland Mathematics Reform Initiative (FITW-MMRI)

USM received a four-year, three-million-dollar grant from the U.S. Department of Education in 2015. The grant addresses the high number of undergraduate students placing into non-credit developmental mathematics courses. In collaboration with seven community colleges and five USM institutions, USM has supported the development of a statistics pathway that accelerates students' progress through general education required mathematics courses. The evaluation of the first cohort of 2000 students in 10 different institutions showed that students in the new pathways courses passed at a higher rate than students in traditional college algebra courses.

Regent Wood congratulated Dr. Shapiro on the work being done, noted work he knows is happening within the USM, and suggested that we make all efforts to ensure our good work is being shared with, offered to, and utilized by as many community stakeholders as possible.

Motion to Adjourn

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

Respectfully Submitted,

Regent Michelle Gourdine
Chair