



**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 5, 2019 at the University of Baltimore. The meeting was convened at 8:37 a.m. Committee members present were: Regents Gourdine (chair), Johnson, Leggett, Needham, Schulz, and Wood. Regent Gossett and Chancellor Caret were also present.

The following were also in attendance: Dr. Briscoe, Ms. Bainbridge, Ms. Baker, Dr. Beise, Dr. Bishop, Dr. Boughman, Ms. Brunn, Dr. Coleman, Dr. Cotton, Dr. Eastman, Dr. Gold, Dr. Jarrell, Dr. Lapin, Dr. Lee, Dr. Lewis, Mr. Lurie, Ms. Olsen, Ms. Marano, Mr. McDonough, Mr. Miller, Dr. Moriera, Mr. Muntz, Dr. Murray, Dr. Perrault, Dr. Shapiro, Dr. D. Smith, Dr. P. Smith, Dr. Spencer, Dr. Throop, Dr. Wade, Dr. Wilkens, Ms. Wilkerson, members of the press, and other guests.

Chair Gourdine welcomed all to the meeting and thanked President Kurt Schmoke and his team for hosting. Dr. Gourdine also welcomed Regent Kelly Schulz to the EPSL committee.

Action Items

New Academic Program Proposals

University of Baltimore - Bachelor of Arts in Legal Studies

Dr. Darlene Brannigan Smith, Executive Vice President and Provost; Dr. Christine Spencer, Dean, College of Arts and Sciences; and Dr. Michele Cotton, Associate Professor and Director of the MA in Legal Studies, presented the proposal for the University of Baltimore to offer a Bachelor of Arts in Legal Studies. This proposed degree will enable students to enter a wide range of law-related careers upon graduation. Both national and State research project faster-than-average growth for such jobs. The program's core courses emphasize practical legal knowledge and skills and the curriculum also includes electives from government, public policy, criminal justice, history, philosophy, and communications. Graduates will have the ability to apply legal concepts, while also having a strong sense of the context of the law and interdisciplinary approaches. The proposed program is backed by UB's expertise in this area due to an existing Master of Arts in Legal Studies and is being created at the urging of community colleges, several of whom have related associate's degree programs. The program is designed with upper-division-only courses to facilitate transfer from community colleges and will offer evening courses to accommodate working students. Students in the BA program will have the option of doing an accelerated master's that will give them an enhanced credential faster and at a lower cost. The program's adjacency to the UB School of Law will offer students access to relevant lectures and events, as well as use of the law library and other resources. However, this program would focus on teaching non lawyers and is not directly a law school feeder.

Based on a question from Regent Wood, the presenters shared that credits from this program would not usually transfer to law school. This law-related degree would help students obtain and maintain (when coming from community college legal studies programs) legal skills and have opportunities for internships and other law-related experiences. Possible jobs include medical and legal coordinator, risk manager, court clerk and commissioner, military security, police policy expert, sports agent, legal assistant, and paralegal. 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 Baltimore to establish a Bachelor of Arts in Legal Studies. The motion was moved by Regent Wood, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yea: 5 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

University of Maryland, College Park - Bachelor of Arts and Bachelor of Science in Immersive Media Design

Dr. Betsy Beise, Associate Provost, and Dr. Roger Eastman, Professor of the Practice, Computer Science, presented the proposal for the University of Maryland, College Park to offer a Bachelor of Arts and a Bachelor of Science in Immersive Media Design. The field of immersive media design encompasses a broad spectrum of practices drawing from both the creative arts and computing sciences, including augmented and virtual reality, computer graphics and game programming, digital fabrication, software art, tangible computing, interactive installations, and computer sensing. Immersive media design allows for the creation of multisensorial content that actively engages its participants in deep interactivity in both virtual and physical settings. The programs would exist through a unique cross-campus collaboration of expert faculty and resources, predominantly in Studio Art and Computer Science. In addition to core requirements, the curriculum includes two tracks to allow students to pursue either the artistic or the computing side of the degree. The proposed program is part of the University's ongoing effort to create more opportunities for students who are interested in computing aside from computer science. Government agencies and partners are interested in the collaboration, as they recognize the need to have computer programmers with creativity. In response to questions from Regent Johnson, the presenters and Dr. Boughman shared that immersive design is being used to create virtual training experiences and may very well have medical implications. Regent Schulz shared that in a recent visit to UMD's Iribe Center for Computer Science and Engineering, she heard students express how incorporating art into computer science is beneficial. Dr. Bruce Jarrell, Provost at the University of Maryland, Baltimore, highlighted this field's connection to MPower work between UMB and UMCP. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections; 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 Bachelor of Arts and a Bachelor of Science in Immersive Media

Design. The motion was moved by Regent Schulz, seconded by Regent Needham, and passed unanimously.

Vote Count: Yea: 5 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

University of Maryland, College Park - Bachelor of Arts in Religions of the Ancient Middle East

Dr. Betsy Beise, Associate Provost, and Dr. Hayim Lapin, Professor of History and Robert H. Smith Professor of Jewish Studies, presented the proposal for the University of Maryland, College Park to establish a Bachelor of Arts (BA) in Religions of the Ancient Middle East. The major will offer students the opportunity to explore the world out of which biblical Israel and ancient Judaism, Christianity, and early Islam emerged, as well as the wide array of other religious and cultural beliefs, practices, and institutions that flourished between about 1200 BCE/BC and 850 CE/AD. Religion, and among them specifically Judaism, Christianity, and Islam, is important in public policy and civil society from the local to the international level. This program provides a framework for the study of the emergence of these traditions in a broad historical, cultural, and comparative context. The program also provides instruction in a variety of tools and methods including close textual study, archaeology, economic modeling, historical inquiry, and comparative study. Students will also take an interdisciplinary Capstone seminar, typically in their final year. The program will also have optional language and honors tracks and is designed to allow students to double major.

In response to questions from the regents, the presenters noted that the array of job possibilities is broad and may include, but is not limited to, work at or in information management, museums, education, and lobbying. The skills gained in this program would be broad and transferable and would also prepare students for graduate and professional school. The presenters shared that there is interest in the program with some of that coming from STEM students who are looking for additional experiences. 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, College Park to establish a Bachelor of Arts in Religions of the Ancient Middle East. The motion was moved by Regent Needham, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yea: 5 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

University of Maryland, College Park - Doctor of Public Health

Dr. Betsy Beise, Associate Provost; Dr. Robert Gold, Professor and Chair, Behavioral and Community Health and Director of Educational Innovation, School of Public Health; and Ms. Sara Olsen, Ph.D. Student, Behavioral and Community Health, presented the proposal for the University of Maryland to establish a Doctor of Public Health (DPH). The DPH is a professional practice doctoral degree that is recognized as a terminal degree for high-level leaders in the field of public health. Admitted students must have at least three years of public health practice experience and have a Master of Public Health, Master of Health Administration, or an

equivalent degree and want leadership exposure. The program will develop health professionals who are competent in understanding the health needs of populations and qualified to design, implement, and evaluate programs and policies aimed at improving the public's health. Most top-ranked universities have a DPH program, and UMCP officials know that there is demand for the program at UMCP and nationally. The program will be offered online, can be completed in three years, and would not require one to leave their career to pursue. The program would be offered in a semester-based format with an additional requirement that students spend two one-week periods per year on campus in January and August. Core credits focus on leadership, communication, policy, and quantitative methods while specialization credits focus on executive leadership in public health. The program's culminating experience is a project that focuses on a public health challenge facing a public health organization. Students will, under faculty mentorship, complete at least one project addressing a public health challenge facing an organization. In the Doctoral Capstone, students will complete a field-based doctoral project designed to influence public health programs, policies, or systems. The career prospects for those with a DPH are broad, but possibilities include positions in public health-related NGOs, professional associations, or government agencies.

In response to questions from Regent Wood, the presenters shared that the proposed DPH does not require a dissertation but a mandatory capstone experience that must go above and beyond one's regular job duties and builds on work and results in leadership opportunities. The program includes significant writing requirements but does not include significant original research. The presenters also shared, based on Regent Needham's question, that the online interaction, in most cases, is not live but obtained through activities and prerecorded lectures. There are, however, a few touch points at which students are expected to interact live every other week. The regents were pleased to hear that conversations around collaboration with and/or incorporating best practices from UMGC are already in progress. 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 the Doctor of Public Health. The motion was moved by Regent Schulz, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yea: 5 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

Proposal for University of Maryland Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission

Dr. Joann Boughman, USM Senior Vice Chancellor for Academic and Student Affairs, presented the proposal for the University of Maryland Eastern Shore to obtain an exception to the BOR Policy on Undergraduate Admissions (III-4.00), which says students must take the SAT or ACT and that the score be included as a factor for admission to the institution. UMES makes this request after considering preliminary research, enrollment challenges, and their desire to lower or eliminate barriers to college attendance. The exception would allow UMES to conduct a one-year pilot study using standardized tests as an optional criterion for admission for first-year students whose overall high school minimum grade point averages of 3.4, to begin effective Fall

2020. A growing body of research, as well as a review of UMES' first year students' academic performance, show that high school GPA is a much stronger predictor of both academic success and failure than the SAT. Educators also increasingly recognize that this practice helps them be more accessible and equitable in their admissions practices. In addition, schools that have gone test-optional report higher student retention and graduation rates than peer institutions that do not use this practice. Through less reliance on standardized scores, UMES will be able to identify students whose high school performance demonstrates their potential for college success. Additionally, the demographics of first-generation students, the population from which UMES draws a majority of its student body, further compels UMES to develop more holistic admissions policies. Years ago, Salisbury University went through the same process and is now one of many test-optional universities in the nation. The policy change would still require all students to submit their test scores, even if they are not used as admissions criteria. UMES will collect data during the pilot year beginning in Fall of 2020 and ending in Fall 2021 at which time they will return to EPSL to share their findings. The USM staff and Chancellor Caret have reviewed this request and recognize it as an opportunity for UMES to study the issue and to find the best way(s) to support and work with students who have traditionally attended the university. In response to a question from Regent Wood, only the BOR (not accrediting bodies) must approve this request. Additionally, in response to Regent Schulz, this request is not intended to lead to test optional admissions across the USM, as institutions make specific admissions criteria decisions that go above and beyond the aforementioned policy, but the process and information gained may be of interest to others.

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 Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission. The motion was moved by Regent Johnson, seconded by Regent Needham, and passed.

Vote Count: Yea: 4 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

Information Items

Report: Intercollegiate Athletics FY 2019 Academic Summary

Regent Barry Gossett, chair of the Board of Regents Workgroup on Intercollegiate Athletics presented this report to the committee. The Board's policies relating to intercollegiate athletics make four principles clear: (1) Athletics should further the broader missions of our institutions; (2) Each institution that has an intercollegiate athletics program must have internal and external procedures, which provide careful and thorough scrutiny of the sports program and deliver required information to the president, Chancellor, and Board of Regents as appropriate; (3) Student-athletes are first and foremost students. We expect that their academic performance and progress will be comparable to that of non-athlete students; and (4) Fundamental to the effective management of intercollegiate athletics programs is the commitment of institutional presidents to maintain regular oversight of the program. Each year, institutions are required to submit the following information for their student-athletes by sport -- high school GPA and SAT scores of the most recent Fall cohort, multiple mid-year academic indicators, and the graduation rates of recent cohorts.

This year's results show that student athletes at Coppin, UMES, UMBC, and Towson are at least as well prepared as and, in many cases, better academically prepared than their peers. Athletes from those institutions also have mid-year academic performance and, subsequently, graduation rates that are as good as, better, or not significantly different than non-athletes. Student-athletes at UMCP have lower rates of academic preparedness, mid-year academic indicators, and graduation rates than their non-athlete peers. The Workgroup believes much of this discrepancy can be attributed to the fact that UMCP enrolls some of the most academically-talented students in the country and world, so the standard of comparison is very high. In fact, although UMCP student-athletes' admission, mid-year performance, and graduation indicators are below their non-athlete peers, UMCP student-athletes are academically similar to the general student body of other USM institutions. The other measure of academic performance reviewed by the ICA Workgroup is the NCAA APR, or Academic Progress Rate, which measures the academic achievement of Division I teams during each academic term. All APR scores at Towson, UMBC, UMCP, and UMES are above the NCAA minimum. The report also details the ranges of multi-year APR scores for each institution. Although all of the programs at UMES meet the required minimum, UMES has implemented plans to improve student-athlete retention, especially in men's basketball, which is close to the 930 minimum. Nevertheless, all of the teams at UMES, Towson, UMBC, and UMCP will be eligible for post-season competition at the end of the 2019-2020 season, since they did not fall below the 930 four-year minimum average. Most of Coppin's teams were above the NCAA APR minimum. However, three sports - women's cross country, women's track, and women's softball - were below the 930 four-year average minimum and will not be eligible for post-season play at the end of the 2019-2020 season. Additionally, nine of Coppin's 12 sports reported a single-year score below 930. Although the multi-year APRs are strong enough for no restrictions to be brought upon those teams, we do make note of the low single-year scores, as, of course, they feed into the four-year averages that do lead to restrictions or not. Academic plans are in place to improve retention for some teams and academic eligibility for others.

Regent Gossett shared details about the three regularly scheduled meetings the ICA Workgroup has with all institutions and stressed the extent to which the USM ICA team maintains communications with the institutions outside of those meetings. Finally, Regent Gossett shared that the USM is keeping an eye on the NCAA's decisions to allow college athletes to benefit from the use of their name, image, or likeness. Chancellor Caret shared that this was initially discussed with the presidents earlier in the week, and he and Regent Gossett agree that this is a multi-layered and complex issue that will need significant attention.

Update: William E. Kirwan Center for Academic Innovation

Dr. Mj Bishop, Associate Vice Chancellor and Director of the Kirwan Center for Academic Innovation (KCAI), presented this update on the Center's progress. The USM's William E. Kirwan 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. The Center's recently updated mission statement declares, "The Kirwan Center leverages the power of multi-institutional collaboration to increase access, affordability, and achievement for Maryland students. Informed by the diversity of our higher education institutions, findings from the learning sciences, and capabilities of emerging technologies, the Center leads statewide efforts to implement, evaluate, and scale and sustain innovations aimed at student success". The

KCAI brings together academic change leaders from across the System to identify ways to improve the success of students, evaluate the feasibility of these approaches, share findings, and scale-up and sustain promising models. Working at the System level has been vital to the impact that the Center has had to date. That position allows the Center to leverage the collective strengths of USM's diverse institutions. The three-part goal of the Kirwan Center is to (1) reconceptualize the role of academic innovation from peripheral activity to mission critical for student success; (2) build institutional capacity to scale and sustain academic innovation; and (3) develop statewide initiatives that address shared challenges and leverage "systemness" in support of student success. Dr. Bishop shared details of key initiatives within the Kirwan Center including, but not limited to, the Maryland Open Source Text Book Initiative (which has saved 65,000 students more than \$10.4M cumulatively and \$143 per course on average); usmX (which provides System institutions with access to innovative e-learning technologies as well as resources, support, and planning for strategic implementation of online learning); Badging Essential Skills for Transitions (which explores the use of alternative credentials in the form of digital badges to help students actively explore and document (via the "badge") how their curricular and co-curricular experiences are helping them acquire the higher-order skills employers are seeking); and or kith the Greater Washington Partnership. The Kirwan Center is proud to have been able to and will continue 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.

Report: Workload of the USM Faculty – Academic Year 2018-2019

Dr. Mj Bishop, Associate Vice Chancellor and Director of the Kirwan Center for Academic Innovation, presented this report to the committee. As described in the USM Board of Regents Policy on Faculty Workload and Responsibilities (II-1.25), since 1994, the Board of Regents has received this report that synthesizes and scores faculty workload activities, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2018-2019. The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. Since this policy was initially developed in 1994, the nature of faculty work related to instruction has evolved to include much more than just classroom teaching. Subsequently, this policy was amended in June 2019 to improve reporting accuracy and coverage, align with current practice, and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity. This year's report (AY 2018-2019) is the first of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy.

Key findings include:

- Overall, total credit hours produced by faculty is keeping pace with total student enrollment.
- Over the five years since 2013-14, credit hours produced by tenured/tenure track faculty is down -4.9% while credit hours produced by full-time, non-tenure track instructional faculty is up by 24.2%.
- The number of bachelor's degrees awarded continues to increase (There was USM record 20,255 bachelor's degrees awarded in the most recent year) while four-year graduation rates have also improved this year to the best performance since this measure was first tracked.
- Faculty publication and scholarship continue at high levels.
- Faculty secured over \$1.46 billion in research funding, representing a 2.63% gain over last year.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 66% of all credit hours produced (up 2% from last year), with part-time and other faculty accounting for 29% and 6% respectively.
- However, over the five years since 2013-14, credit hours produced by tenured/tenure track faculty is down -4.9% while credit hours produced by full-time, non-tenure track instructional faculty is up by 24.2%. We think this also reflects the overall change in the way that campuses are hiring into research and instructional lines.
- The number of credits produced by part-time faculty (adjuncts, etc.) is down by -3.9% for the same period. Additionally, the number of part-time faculty employed by the institutions has decreased by -2.37% from 2017-2018 and by -0.38% from 2013-2014.

Although this revised report reflects the move away from reporting course units to reporting credit hours produced instead, it does not yet incorporate teaching data from UMB, UMGC, and specific colleges and schools at UB, Salisbury, and Towson, and any other departments and colleges that had been exempted from previous year's reports. Data on instruction from those institutions/divisions will be included starting with next year's report. Further, as the institutions' data collection capacities become more sophisticated, this report will incorporate additional measures to illustrate the extent to which faculty are meeting standard workload expectations with respect to their contributions to student success, as well as their disciplines, and the institution/system.

Report: Opening Fall 2019 Enrollments and FY 2020 Estimated FTE

Mr. Chad Muntz, Assistant Vice Chancellor of Institutional Research, Data and Analytics, presented this report to the committee. This annual report is to provide the Board of Regents the fall headcount enrollment attainment and full-time equivalent (FTE) enrollment estimate for the current fiscal year as requested in the Board of Regents III-4.10 - Policy on Enrollment. This report represents the first opportunity to compare the accuracy of the institutional enrollment projections, one year out, to the actual enrollments.

And the first opportunity to compare campus' estimated FTE, as submitted in the budget request, to the FTE enrollment achieved in the fall. Highlights include:

- For the first time since 2013, the preliminary fall enrollment decreased. Preliminary Fall 2019 headcount enrollment at the USM campuses was down from Fall 2018 by nearly 4,000 students. An estimated 172,454 students were enrolled this fall. Usually institutional losses are offset by other institutions' gains, but that did not happen this year.

- The estimated FY 2020 FTE is 131,410, a decrease of -1,156 over FY 2019. Excluding UMGC, USM's FTE was 96,640, a decrease of -982 over FY 2019.
- The largest institutional enrollment decrease was at University of Maryland Global Campus (-1,735), and most of the decrease were part-time students (-1,624)
- Although USM first-time, full-time undergraduate students decreased -5.3%, the cohort remained above 14,000 for the third straight year.
- Across the system, undergraduate enrollment was lower (-2,865).
- Graduate enrollment was down -1,104 students.
- Total enrollment of 11,781 at the USM's Historically Black Institutions decreased (-470) compared to Fall 2018.

Each spring the USM submits to the Board of Regents a ten-year enrollment projection. Based on information provided by the universities, the enrollment projection includes the enrollment changes expected for the next ten fall semesters (beginning this year with Fall 2019) at each USM institution. Across the System, enrollment was lower than projected. The exception was UMB. Not only did the USM not achieve the 1,131 projected growth, the total enrollment was lower at all campuses except for SU and UMB compared to last year. Although the headcount enrollment was nearly 4,000 less than last fall, the total credit hours generated did not decrease proportionately. The FY 2020 FTE Estimate is expected to be about 1,100 less than FY 2019 and close to the FY 2020 Budgeted FTE. Mr. Muntz summarized that enrollment recovery is slower than enrollment loss, as college-ready new undergraduates seeking in-state opportunities is limited. Chancellor Caret briefly shared ways the USM and its institutions are and must continue to establish new pipelines (including, but not limited to, community college and 4-year partnerships) and focus on retention, which remains a key strategy for enrollment stability/growth.

Motion to Adjourn

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Needham, and unanimously approved. Regent Gourdine adjourned the meeting at 10:52 a.m.

Regent Michelle Gourdine
Chair