



**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 (BOR) met virtually (via Zoom) in public session on Tuesday, May 5, 2020. The meeting was convened at 9:30 a.m. Committee members present: Regents Gourdine (chair), Johnson, Leggett, Malhotra, and Wood. Chancellor Perman and Regent Gooden were also present.

The following were also in attendance: Dr. Amoussou, Dr. Alvarez, Ms. Bainbridge, Dr. Bishop, Dr. Boughman, Dr. Cadenazzi, Dr. Coleman, Dr. Lea, Dr. Lee, Dr. Lewis, Dr. Lilly, Dr. McDermott, Mr. McDonough, Mr. Muntz, Dr. Niemi, Dr. Olmstead, Dr. Owens, Dr. Parker, Dr. Plowfield, Ms. Pomietto, Dr. Reed, Dr. Reitz, Dr. Rous, Dr. Rowthorn, Dr. Scott, Dr. Shapiro, Dr. Smith, Throop, Dr. Ward, Ms. Wilkerson, and guests on the public call-in line.

Regent Gourdine welcomed all to the meeting, and Chancellor Perman offered opening comments. Chancellor Perman shared that the USM Return to Campus Advisory Group (RCAG) has started researching and creating guidance that will help institutions in their thinking around how to structure the fall semester in light of the COVID-19 pandemic. The group consists of experts in various fields from many of USM's institutions and is mainly focused on the safety, health, and wellness of all within our campus communities. Chancellor Perman and his leadership team share the RCAG's work with the presidents on calls that occur multiple times each week. Additionally, the work of the advisory group will be shared with regents during special board meetings, at various committee meetings, and as requested.

Chair Gourdine offered appreciation to Regent Linda Gooden (chair of the Board) and Chancellor Perman for their leadership and for keeping the regents engaged and informed, as campus and USM Office experts work through these challenges.

**Action Items**

**New Academic Program Proposals**

**Bowie State University: Master of Education in Culturally-Responsive Teacher Leadership**

Dr. Guy-Alain Amoussou, Associate Provost for Academic Affairs; Dr. Davenia Lea, Associate Professor, Teaching, Learning and Professional Development; and Dr. Wilbur Parker, Chair, Education Leadership presented the proposal to create a Master of Education in Culturally-Responsive Teacher Leadership. Within Maryland, particularly within K-12 school districts with the most culturally and linguistically diverse students, the workforce demands culturally-responsive teachers and teacher-leaders. The proposed program is aligned with the National Education Association Teacher-Leader Model Standards and Maryland State Department of Education Standards for Preparing Educators for High Poverty/Culturally and Linguistically Diverse School expectations. The program will be a collaboration between departments in BSU's College of Education – Educational Leadership and Teaching, Learning, and Professional Development and is designed for certified teachers who desire additional credentials and training. The program is designed to be face-to-face but can be delivered remotely if needed. The proposal has gone through the standard approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

Dr. Boughman shared that having a ladder of positions to which teachers can aspire is aligned with recommendations from the Kirwan Commission. In response to a question from Regent Malhotra, the presenters noted that the program would equip students for more advanced jobs because it offers an additional leadership path that is not upper administration (i.e., principal or superintendent) but does require training beyond that of a classroom teacher. Regent Gourdine asked about the demand for educators with this type of expertise. The presenters noted the teacher shortage in Maryland and that many vulnerable students throughout Maryland (even within the county in which Bowie State sits) would benefit from highly-qualified teachers and teacher-leaders who are positioned to lead school reform; equipped with the knowledge, skills, and dispositions of master teachers; and are ready to give the neediest children the advantages of a culturally-responsive, 21st-century education.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Bowie State University to establish a Master of Education in Culturally-Responsive Teacher Leadership. The motion was moved by Regent Wood, seconded by Regent Malhotra, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

### **Frostburg State University: Bachelor of Science in Life-Cycle Facilities Management**

Dr. Elizabeth Throop, Provost and Vice President, Academic Affairs; Dr. Robert Larivee, Professor and Chair of the Department of Chemistry; and Dr. Thomas Cadenazzi, Lecturer and Lead Faculty College of Liberal Arts and Sciences presented the proposal for FSU to offer the Bachelor of Science in Life-Cycle Facilities Management. This climate-change and emergency preparedness-oriented Life-Cycle Facilities Management program would focus on 1) techniques uniquely critical to responding to climate-change forecasts and 2) innovative instruction to prepare industry leaders to properly plan and build environments that would be sustainable for structures' lifetimes. The program, which would be housed in the College of Liberal Arts and Sciences with other interdisciplinary programs and would include existing courses from the Geography, Mathematics, Philosophy, Economics, and Management departments and two required summer internships. The program is both theoretical and hands-on in an attempt to holistically develop students to be prepared for practice and management. The proposed program supports FSU's mission to address workforce needs in the region and state. It also affirms the university's commitment to sustainability, with a number of courses being focused on environmental issues and sustainable construction practices. The presenters note that alumni and workplace leaders have expressed the need for bachelor's-prepared employees who are experts on the management of facilities from design to end of life. The proposal has gone through the standard approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

Chancellor Perman asked about the extent to which students would be learning to work on teams. The presenters noted that teamwork is a key aspect of the program and is woven throughout the curriculum. Regent Malhotra asked if the program designers considered the degree to which real estate needs may differ, as new normals develop in response to the COVID-19 pandemic. The presenters shared that the program was developed before COVID-19, but they believe buildings will still need to be developed and/or maintained. They also noted that if practices around design adjust to reflect social distancing restrictions, those changes can be easily factored into the curriculum.

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 Bachelor of Science in Life-Cycle Facilities Management. The motion was moved by Regent Johnson, seconded by Regent Gooden, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

### **Salisbury University: Bachelor of Science in Integrated Science**

Dr. Karen Olmstead, Provost, and Dr. Michael Scott, Dean, Henson School of Science and Technology, presented the proposal for Salisbury to offer a Bachelor of Science in Integrated Science. The Integrated Science degree would provide a pathway for students (1) who confront completion barriers in traditional STEM majors, (2) learn that a clear post-transfer pathway to completion is difficult, or (3) desire a cross-disciplinary STEM degree. Traditional STEM disciplines are often challenging, particularly for transfer students and veterans, because of the sequential nature of the required courses. Yet, according to the Bureau of Labor Statistics, growth in STEM occupations will expand much faster than non-STEM occupations. The Integrated Science degree will offer SU students another avenue to obtain these jobs. Considering the program's benefits for transfer students and students who want to be in STEM without being in traditional STEM fields, the presenters believe this program could increase recruitment and retention because of its flexibility and practicality. Graduates will demonstrate knowledge and skills central to the chosen integrated academic disciplines; use formal techniques and methodologies of abstraction to create methods to solve real-world problems; apply their learned knowledge to cross-disciplinary problems as part of a team; and effectively pursue careers to meet growing demand for scientists and technologists. SU is well-prepared in terms of faculty expertise and facilities to deliver this unique undergraduate program, which will launch graduates into successful careers in a diversity of public and private organizations. The proposal has gone through the standard approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

Regent Gooden noted the uniqueness of the proposed program. She suggested that we might want to examine all STEM programs to resolve retention problems. Provost Olmstead agreed and believed that lessons learned from the structure of and support/advising within the proposed program and could contribute to understanding retention within traditional programs. Regent Gooden and Chancellor Perman also stressed the need for the proposed program to focus on written and oral communications.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Salisbury University to establish a Bachelor of Science in Integrated Science. The motion was moved by Regent Johnson, seconded by Regent Gooden, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

### **Towson University: Master of Science in Athletic Training**

Dr. S. Maggie Reitz, Vice-Provost; Dr. Lisa Plowfield, Dean College of Health Professions; and Dr. Jaime DeLuca, Chair of Kinesiology presented this proposal. TU has offered a Bachelor of Science in Athletic Training (BSAT) since 1996. In May 2015, the Athletic Training Strategic Alliance mandated that the professional degree for athletic training programs must be a Master of Science by 2022. The current proposal is a response to that mandate. The program would be anchored in the foundation and long-standing success of the TU BSAT, which is recognized for its success in educating athletic trainers to serve as members of Maryland's healthcare workforce. Graduates of the program have worked as athletic trainers in a variety of settings (i.e., secondary schools; colleges/universities; professional sports; physician offices; sports medicine centers; law enforcement and military settings; occupational and industrial settings) throughout the state of Maryland and across the United States. Graduates have also pursued advanced medical education. It is likely that those interested in the program would have completed bachelor's degrees in a variety of majors from health science to traditional sciences and beyond. If approved, TU will phase out the BSAT. Chancellor Perman reinforced that this is part of a trend of migration from bachelor's to graduate degrees for health fields including athletic training, physical therapy, and physicians assistants with the goal being to ensure a higher level of preparation and the ability to analyze and think critically. The proposal has gone through the standard 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 the Master of Science in Athletic Training. The motion was moved by Regent Malhotra, seconded by Regent Wood, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

### **University of Baltimore: Bachelor of Science in Cyber Forensics**

Dr. Darlene Smith, Executive Vice President and Provost, and Dr. Debra Stanley of UB's School of Criminal Justice presented the proposal for UB to establish a Bachelor of Science in Cyber Forensics. The proposed degree is designed to provide students with a broad-based practical understanding of cybercrimes and cyber investigations. The core of the program exposes students to forensic investigation techniques and skills, computer and digital information crimes, fraudulent activities in the use of technology and digital systems prevention and security management strategies, and legal interventions and resolutions. This program would educate in a multidisciplinary manner by combining several fields (criminal justice, cyber investigations, cybersecurity, incident response management, computer technology, and law and business regulations) into a common forensic studies program meant to prepare students to combat cyber threats/attacks effectively. Graduates of this program would have the knowledge and skills needed to interpret electronic data to solve crimes, as the program combines investigative skills with digital technology in the examination and preservation of evidence. The program was developed in collaboration with Maryland community colleges to align with associate degree offerings and to take that education to the next level of expertise. This would be the first cyber forensics bachelor's degree in Maryland. It also leverages the strengths of and expertise within UB's MS in Forensic Science-Cyber Investigations and may also be a feeder for that graduate program. The program is aligned with the Governor's Workforce Development Initiative's focus on cybersecurity. Regent Malhotra shared his surprise that there are currently no programs in cyber forensics. The presenters noted that courses within various programs begin to tackle cyber issues, but government agencies and industries continue to cite shortages in the cyber workforce. Regent Malhotra also asked about competing programs within the USM. The presenters shared that although UMGC does have programs within the broader cyber field, there are no parallel programs at UMGC or elsewhere in the region especially considering the natural articulation from the associates degree with the aforementioned community college partnership. Additionally, the proposal has gone through the standard 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 Baltimore to establish the Bachelor of Science in Cyber Forensics. The motion was moved by Regent Malhotra, seconded by Regent Gooden, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

### **University of Maryland, Baltimore: Master of Science in Global Health**

Dr. Roger Ward, Interim Provost and Executive Vice President; Dr. Flavius Lilly, Senior Associate Dean, Graduate School; Virginia Rowthorn, Assistant Vice President for Global Engagement; and Dr. Jenny Owens, Assistant Dean presented the proposal for UMB to offer the MS in Global Health. This program has been developed as part of President Jay Perman's challenge, in 2014, for the Graduate School to design and curate contemporary programs that are targeted at working adults who want to continue learning in new and emerging fields with as little disruption to their lives as possible. Likely students would include those employed with the government, NGOs, and health professions. The proposed degree would allow the next generation of scientists and professors to be trained in best practices of global health education, research, and practice and to specialize in one of three areas of concentration, which are also designed to be post-

baccalaureate certificates (PBC). The degree will be organized around a completely online (full-time or part-time) core curriculum with areas of concentration in 1) Implementation and Dissemination Science; 2) Global Health Program Monitoring and Evaluation; and 3) Global Health Innovation. UMB would also like to make available a fourth option of a generalized 31-credit master's with no area of concentration. The curriculum would consist of the online core and a representative selection of credits from each of the other existing areas of concentration/PBCs. Recent market research shows interest in and a need for professionals within this field; the demand is more robust than ever. The proposal has gone through the standard 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, Baltimore the Master of Science in Global Health. The motion was moved by Regent Wood, seconded by Regent Malhotra, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

### **University of Maryland, Baltimore: Master of Science in Vulnerability and Violence Reduction**

Dr. Roger Ward, Interim Provost and Executive Vice President; Dr. Flavius Lilly, Senior Associate Dean, Graduate School; Virginia Rowthorn, Assistant Vice President for Global Engagement; and Dr. Jenny Owens, Assistant Dean presented the proposal for UMB to offer the MS in Vulnerability and Violence Reduction. This program has been developed as part of President Jay Perman's challenge, in 2014, for the Graduate School to design and curate contemporary programs that are targeted at working adults who want to continue learning in new and emerging fields with as little disruption to their lives as possible. Likely students would include those employed within community-based organizations, especially those challenged by violence. The program will prepare students from diverse personal and professional backgrounds to organize, lead, and support effective violence and vulnerability reduction initiatives in their own communities. The program is designed for individuals interested in working in urban communities with vulnerable populations heavily impacted by poverty, social isolation, conflict, violence, and trauma. The degree provides students with the education and concrete training needed to engage with and respond to civic, social, environmental and economic challenges related to violence and conflict at the local, national and global levels. The curriculum would be delivered in a hybrid format (three in-person credit hours and twenty-seven online credit hours) by full-time Graduate School faculty along with adjunct faculty from Factor-Inwentash Faculty of Social Work at the University of Toronto and the Centre for Trust, Peace & Social Relations at Coventry University in England. If approved, this program would be the first of its kind in the United States. Additionally, the proposal has gone through the standard approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

Regent Johnson asked about the extent to which this degree helps address the root causes of violence. The presenters noted that the program would address vulnerabilities including, but not limited to, poverty and other injustices and the degree to which early interventions help decrease the chances of citizens going down the wrong path. Regent Malhotra asked for more details on how this degree is connected to the job market. The presenters offered that those seeking this degree may already be employed with or will be prepared to work with NGOs, the FBI, police agencies, etc. where it would be advantageous to have more expertise in understanding violence at the vulnerability stage as a means to stop the emergence of violence. Chancellor Perman shared that violence de-escalation programs have been gaining traction, as they are focused on getting people to communicate before resulting to violence. The presenters reiterated that the program is targeted at professionals in the field who are interested in furthering their education.

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, Baltimore to establish the Master of

Science in Vulnerability and Violence Reduction. The motion was moved by Regent Wood, seconded by Regent Gooden, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

Regent Gooden noted that seven worthwhile and contemporary programs have been approved today and asked for an explanation of what happens when programs are no longer relevant or productive. Senior Vice Chancellor Joann Boughman and Dr. Antoinette Coleman (Associate Vice Chancellor for Academic Affairs) described the annual process (and subsequent report to EPSL) of institutions examining the productivity of academic programs via the periodic program reviews. Institutions' analyses of programs lead to suspensions or discontinuations when programs are no longer viable. Last year, 15 programs were suspended or discontinued.

### **Information Items**

#### **Update: Diversification of the Faculty**

Senior Vice Chancellor Joann Boughman shared that, for years, USM institutions have prioritized diversifying the faculty and creating and sustaining more inclusive campus environments for the faculty. The USM's student and staff populations are diverse, and faculty numbers are improving. To address the many layers of faculty diversification (including recruitment, retention, onboarding, etc.), in April 2018, USM hosted a Symposium on the Diversification of the Faculty for USM institutions' administration, faculty, staff, and students to examine this critical issue and learn lessons from effective practices and informative research being explored within the USM and by USM leaders. The day included opportunities for institutional team time to more deeply explore the issues at the campus level and to discuss the development or enhancement of plans to create faculty communities that are more diverse and inclusive. Prior to the Symposium and since, institutions (and/or departments and colleges within the institutions) monitored the diversity of search committees, target job advertisements to specific publications and networks, work to better understand how implicit bias relates to hiring practices, train search committees to use inclusive hiring practices, track the diversity of applicants and hires, create faculty networking groups and mentoring programs, and analyze data to determine where progress has been made and is needed. The current update includes a summary report from each USM institution and a presentation from the University of Maryland, Baltimore County (UMBC), which was featured at the Symposium.

The UMBC team {Dr. Philip Rous, Provost; Dr. Pat McDermott, Vice Provost for Faculty Affairs; and Dr. Autumn Reed, Assistant Vice Provost for Faculty Affairs} offered updates on their successful diversification efforts. Dr. Rous and colleagues shared that despite all happening in higher education and the world, UMBC maintains diversity and inclusion as an institutional value. The team shared statistics as well as initiatives including, but not limited to, shrinking gaps in STEM, department chair diversity efforts, community-based faculty groups, advancement/promotion workshops, and pipeline programs. They recognize they've had success, as they have increased the recruitment of underrepresented faculty, but they also note the need to continuously focus on the issue with, for them, special attention on faculty retention. Ultimately, their programs combine for an institutional strategy aimed at transformation of the institution with the expectation that all university leaders espouse and demonstrate a commitment to diversity so much so that diversity and inclusion are in the bones of the institution. The UMBC team recognizes that institutional contexts will differ and should help guide schools' work, but the concern and attention to diversity and inclusion should be well ingrained into all levels of every institution.

#### **2020-2021 EPSL Agenda Brainstorming**

Chair Gourdine noted that the annual agenda for the committee on Education Policy and Student Life includes many standard reports, new academic program proposals, and other action and information items. All in attendance were invited to offer topics to be addressed in the 2020-2021 school year. Topics suggested include:

- Articulation efforts between USM and other institutions (Gourdine)
- Annual Cultural Diversity Report in September (Gourdine)
- Successes and challenges of distance learning efforts (Leggett) - Briefly, Dr. MJ Bishop, Associate Vice Chancellor and Director of the Kirwan Center for Academic Innovation, shared initial work being done to support faculty in concluding the current school year and preparing to make enhancements for the fall. Currently, institutions are doing surveys to get feedback on how distance learning went, so problems are made known and rectified before the fall. A more substantive update in the Fall will be possible and timely.
- Pandemic effects on intercollegiate athletics (Wood) - Chancellor Perman noted that athletics is being considered in the return-to-campus discussions and reminded the regents that the Board's Intercollegiate Athletics Workgroup regularly addresses issues with athletes. Regent Gooden also noted that there are conversations about moving ICA from a workgroup to a full committee. She has engaged Regent Gourdine in those conversations to ensure a connection is maintained with EPSL.
- Suspensions/discontinuations of programs and plans to sunset programs when a negative trend becomes apparent (Gooden)

Chair Gourdine invited all to share additional thoughts with her or Dr. Boughman and team.

### **Action Item**

#### **Motion to Adjourn**

Regent Gooden thanked the USM community for all they are doing to ensure the safety, health, and quality education of our communities. Regent Gourdine thanked all for a good series of meetings this year and called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Johnson, and unanimously approved. Regent Gourdine adjourned the meeting at 11:45 a.m.

Respectfully Submitted,  
Regent Michelle Gourdine  
Chair