



**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 Friday, March 5, 2021. The meeting was convened at 9:30 a.m. Committee members present were: Regents Gourdine (chair), Edwards, Gooden, Johnson, Leggett, Malhotra, Sansom, Schulz, and Wood. Chancellor Perman and Senior Vice Chancellor Joann Boughman were also present.

The following were also in attendance on Zoom: presenters, provosts, vice presidents for student affairs, USM Academic and Student Affairs staff, and shared governance council leadership. Guests also participated via the public, listen-only line.

Action Items

New Academic Program Proposal

University of Maryland, Baltimore: MS in Diversity, Equity and Inclusion Leadership

Dr. Flavius Lilly, Vice Provost for Academic & Student Affairs and Vice Dean for the Graduate School, and Ms. Courtney Jones Carney, Executive Director, Intercultural Leadership & Engagement and Program Director, Intercultural Leadership Post-Baccalaureate Certificate, presented the proposal for UMB to offer the Master of Science in Diversity, Equity and Inclusion Leadership (MS-DEIL). The program will be an extension of the School's existing Post-Baccalaureate Certificate in Intercultural Leadership. The MS-DEIL will consist of 11 courses with a total of 31 credits. Instruction will primarily occur online, including both synchronous and asynchronous learning, and will include a required in-person component of two consecutive days of face-to-face lectures, trainings, discussions, and presentations at UMB. Upon successful completion of the program, students will be prepared to serve in leadership roles across disciplines that marshal agency, organizational, and/or institutional efforts to create and maintain environments that go further than supporting the needs of individuals of diverse identities, but center belongingness and the critical examination of policies and practices that disproportionately impact individuals and groups based on their group membership.

There is a critical and compelling regional and statewide need for training that directly contributes to academic preparation of aspiring and current practitioners who will work to create and uphold diverse, inclusive, equitable, and affirming work and educational environments. Recent studies show that from 2018 to 2019, DEI job postings on Glassdoor jumped 30% in the United States. Positions decreased briefly, but rebounded greatly following the murders of George Floyd and Breonna Taylor and the social justice movements of 2020. Washington, D.C. has the largest number of diversity and inclusion job openings in the country, later followed by Baltimore, which is tenth. The Master of Science in Diversity, Equity and Inclusion Leadership curriculum is designed to meet the needs of individuals with backgrounds in healthcare, science, social work, law, community engagement, education, and public safety. The academic program will target both in-state and out-of-state adult learners from a variety of academic disciplines to support an interdisciplinary approach for all enrolled learners. Additionally, students will select an area of focus for their capstone experience to further align the academic program with their unique career goals.

Currently, there are no master's programs in the region or state that prepare aspiring and current practitioners for diversity, equity and inclusion leadership positions. Scores of leadership- or equity-focused programs are present, but only three are tangentially related to the proposed MS-DEIL program, and they all focus on equipping K-12 teachers and/or administrators. The proposed program has been created to equip current and aspiring diversity, equity, and inclusion practitioners for the transformational leadership roles that they will undertake in organizations across disciplines. Moreover, this proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

Chancellor Perman noted that this proposal is timely and necessary. In response to a question from Chancellor Perman, the presenters explained that leadership is infused into all courses and there is also a course that looks at leadership style, personal values, and advises students on aligning values with leadership styles as well as a focus on strategic executive writing and how to use a DEI lens in one's work.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore to offer the Master of Science in Diversity, Equity and Inclusion Leadership. The motion was moved by Regent Wood, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

University of Maryland, College Park: Master of Extension Education Program

Dr. Betsy Beise, Associate Provost; Dr. Craig Beyroudy, Dean, College of Agriculture and Natural Resources; and Dr. John Erwin, Professor and Chair, Department of Plant Sciences and Landscape Architecture presented the proposal for the University of Maryland, College Park (UMD) to establish a Master of Extension Education. The program builds on the tradition of extension programming offered to communities by land-grant institutions such as UMD, which offers extension programming in a variety of areas including agriculture, youth development through 4-H, food and nutrition, health and wellness, home gardening, the environment, personal finance, and other topics. Extension education encompasses the broad process of using non-formal education skills to detect societal challenges, examine solution options, and develop action plans with individuals and communities toward a goal for improved quality of life. The focus on intertwined academics, applied research, and engagement with diverse communities provides a multidimensional problem-solving and learning environment for students. This program will provide individuals with an academic credential for employment or advancement in university extension jobs. Graduates with extension education training will also be prepared for careers in secondary and post-secondary education, non-profit organizations, government, and leadership roles in the private sector. The program requires 30 credits, including 12 credits of core courses that reflect the essential elements of knowledge and skill development for extension education, and 18 credits in a particular subject area that extension education serves, such as animal science, plant science, environmental science and technology, nutrition and food science, and landscape architecture. The interdisciplinary focus of this program has been designed to equip students with opportunities to examine, develop, and analyze educational projects in collaboration with their career focus such that authentic and impactful experiences prepare the students to communicate community-based research with various populations.

Extension programs were dismantled in the mid-nineteen nineties and replaced by informal extension outreach. Over time, consistent feedback from stakeholders revealed the need for more formal coursework directed toward Extension education as well as development of an advanced degree for individuals seeking to advance their careers in addition to expanding their knowledge and skills. Many land grant colleges' degrees

in Extension are aligned with agricultural education programs, and it is common for an agricultural education teacher to acquire a Masters in Extension Education. This program is a revitalization of a historic program at the University of Maryland and this type of degree program is typically offered only at Land-grant institutions. There is no other master's level program focused on Extension Education currently offered at another site in Maryland. Moreover, this proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

Regent Sansom noted the mention (in the prepared materials) of the Agriculture program at the University of Maryland Eastern Shore and inquired about possible partnerships. Dr. Beyrouthy noted that he is consistently in touch with the Dean at UMES. He expects that partnerships will continue and notes that considering parameters of the program at UMES, the proposed program at UMCP is likely to be complimentary to UMES's offering(s).

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Extension Education Program. The motion was moved by Regent Wood, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

University of Maryland Global Campus: BS in Cloud Computing Systems

Ms. Blakely Pomietto, Senior Vice President and Chief Academic Officer; Dr. Douglas Harrison, Dean, School of Cybersecurity & Information Technology; and Dr. S. K. Bhaskar, Associate Dean, School of Cybersecurity & Information Technology presented the proposal for the University of Maryland Global Campus to establish the Bachelor of Science in Cloud Computing Systems. The program is designed in to equip students with the technical skills and expertise required to analyze an organization's cloud needs, and plan, design, deploy, secure, operate, and maintain cloud computing infrastructure. Through real-world projects, alignment to industry certifications, and hands-on training in state-of-the-art cloud platforms, students will learn how to apply cloud architectural and computing principles, securely manage and operate cloud systems, implement cloud-based applications, and comply with applicable policies. The program will prepare students for careers in this rapidly growing area. UMGC will offer this program in an asynchronous, online format that allows students who are unable to attend a campus-based program access to education in this emerging field. UMGC's network of educational sites in Europe, Asia, and the US also allow service members access to courses that can be applied to this program while they are stationed in military bases around the world. Additionally, UMGC's program is designed to maximize transfer-credit acceptance from community colleges and workplace learning to assist with progress towards a credential.

Initial coursework in the B.S. in Cloud Computing Systems includes fundamentals of networking, network virtualization, cloud technologies, fundamentals of Microsoft Azure, and cloud engineering. Taken together, these courses lead to the embedded undergraduate certificate in Cloud Computing and Networking, a certificate that is accessible to both majors and non-majors alike. Later courses in the major address more advanced knowledge and skill development. The capstone course addresses current trends and projects in cloud computing. From the initial courses through to the capstone, the institutional learning goals of developing job-seeking skills and the capacity for lifelong learning are essential for the continuously evolving field of cloud computing. UMGC officials reviewed the evidence of strong demand for a B.S. in Cloud Computing Systems. Moreover, reports indicate that the demand for cloud computing expertise continues

to increase exponentially and that the Washington, DC, region leads the top twenty metro areas that have the most open positions for cloud professionals.

The Maryland Higher Education Commission (MHEC) approved a proposal submitted by Morgan State University in November 2019 to offer a bachelor's degree in Cloud Computing. The UMGC degree will be just the second bachelor's program in Maryland to meet the growing demand for cloud computing degrees in the Washington, D.C., region. Distinctions between the two programs revolve around different missions and mission-driven service (UMGC's end-to-end virtual and sustained engagement between the learner and the university) and the intentionally different student populations (UMGC's national and global reach). Also, the vast and growing market demand for the cloud-computing workforce indicates a need for multiple programmatic options in the state and beyond. Moreover, this proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

Regent Gooden noted that this program is timely and that there are more positions than potential employees right now; this program will work to fill that void. Regent Schulz similarly noted that the Department of Commerce recognizes this need and has conducted outreach to specific businesses to develop partnerships to help with hiring. Dr. Harrison shared that both of today's proposals were created based on the knowledge gained from partnerships with a variety of corporations and agencies. Based on a question from Regent Gourdine, the presenters also noted that they are in partnership with community colleges and high schools. Chancellor Perman commended that work and recommends reaching out to middle schools also.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland Global Campus to offer the Bachelor of Science in Cloud Computing Systems. The motion was moved by Regent Gooden, seconded by Regent Leggett, and passed unanimously.

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

University of Maryland Global Campus: BS in Data Science

Ms. Blakely Pometto, Senior Vice President and Chief Academic Officer; Dr. Douglas Harrison, Dean, School of Cybersecurity & Information Technology; and Dr. S. K. Bhaskar, Associate Dean, School of Cybersecurity & Information Technology presented the proposal for the University of Maryland Global Campus to establish the Bachelor of Science in Data Science. The program is designed to provide critical, foundational knowledge of the analysis of large-scale data sources from the interdisciplinary perspectives of applied statistics, computer science, data storage, and data representation and modeling, with the purpose of getting insights from data and making strategic, data-driven recommendations that influence organizations' outcomes. The curriculum incorporates teaching, learning, and assessment strategies that focus on students' development of concrete, job-related knowledge and skills while reinforcing their understanding of underlying concepts, principles, and theories. UMGC will offer this program in an asynchronous, online format that allows students (many outside of Maryland, in the military, and studying abroad) who are unable to attend a campus-based program. Additionally, UMGC's program is designed to maximize transfer-credit acceptance from community colleges and workplace learning to assist with progress towards a credential.

The proposed Bachelor of Science in Data Science is designed to meet the growing need for highly skilled professionals who can transform the increasing amounts of data confronting all organizations into usable forms. One of the major outcomes of the program is to provide students with hands-on experience with a variety of the most ubiquitous analytical tools available for the purpose of organizing large data sets. At the

same time, students will acquire fundamental knowledge and skills in data science that will equip them to adapt to future changes in tools, technology, and the marketplace. The program endeavors to produce graduates who can respond to workforce demands and emerging needs and who, upon graduation, possess an immediately implementable skill set to succeed in a global environment of workforce diversity, technological innovation, expanding competition, and ever-increasing amounts of data in our highly digitized world. The fully online, asynchronous program model offers flexibility, continuing education, and social opportunities to adults interested in refreshing and reshaping their career opportunities. The Data Science program begins with courses in applied statistics, business intelligence, data analytics and visualization, which also comprise the embedded undergraduate certificate in Business Analytics, a certificate that is accessible to majors and non-majors alike. Later courses address more advanced knowledge and skill-development in data science, machine learning, artificial intelligence, big data analytics, and data ethics. Although the program includes a distinct course in data ethics, the institutional learning goal of ethics and civic awareness is not restricted to that course but is a recurring theme running throughout the program. Finally, from the initial courses through to the capstone, institutional learning goals of developing job-seeking skills and the capacity for lifelong learning are essential for the continuously evolving field of Data Science.

By numerous national measures, the job market for this field is extremely strong, and these positions are also compensated very highly, with a median advertised salary of \$120,700. This trend is even stronger in the DC-VA-MD-WV region. Furthermore, based on the success of UMGC's closely related Master of Science in Data Analytics and internal surveys, a program of this type is in demand.

A December 2020 review of current bachelor's degree programs in data science and a similar program show degrees at five institutions with a UMCP program coming forth. UMGC's proposed B.S. in Data Science program is unique, as it aims to address the "deep analytical skills" and data science expertise shortage, creating value and insights for decision-makers. The current proposal includes tables that compare and contrast UMGC's program with these programs with major differences being the focus of the programs, and UMGC's open-entry, fully-online program specifically suited to serve the needs of working-adult learners and world-wide students who are active-duty military, or veterans, and their families. Noting these important distinctions, it's also critical to establish that this proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland Global Campus to offer the Bachelor of Science in Data Science. The motion was moved by Regent Johnson, seconded by Regent Sansom, and passed unanimously.

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

Information Items

Post-Approval Academic Program Review Reports and Forthcoming Reviews

Annually, a number of program reviews are presented to the Regents after the approval of new academic programs. They include the: (1) New Programs 5-Year Enrollment Reviews, (2) Report on Periodic Reviews (7-Years) of Academic Programs, and (3) Report on Academic Program Actions Delegated to the Chancellor. After the January 2021 EPSL meeting, it was clear that the regents needed more context and insight into the reviews and reports that come to EPSL. Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs reviewed these processes for EPSL.

The New Programs 5-Year Enrollment Reviews measure the progress between the projected and actual enrollments of the program, and programs are reviewed annually for a five-year period. The Periodic Reviews (7-Year) of Academic Programs examine enrollments and degrees awarded, internal self-study and external reviews, and include accreditation self-study when applicable and institutional recommendations and actions at all academic levels. Currently, programs are reviewed every 7-years after approval. The report on Academic Program Actions Delegated to the Chancellor includes an accounting of graduate and undergraduate certificates, new programs, any substantial expansions or modifications of existing academic programs, and any suspensions and discontinuances of existing degree programs. Each of these constitutes an independent process. Using the information gathered from these distinct reviews, the individual institutions determine the outcome of their programs, but regents have expressed concern about lapses between reports that do not seem to encourage institutions to make adjustments to programs that have low enrollments or productivity. Dr. Coleman proposed, and EPSL agrees, that she will assemble and convene an Academic Advisory Committee to determine how to better link the three reviews allowing for substantive recommendations to determine the viability of programs when they become and remain low productivity and/or low enrolled courses. A report on the outcomes of the Academic Advisory Committee will be given at the Committee on Education Policy and Student Life Meeting in September 2021.

Chancellor Perman suggested that the provosts consider if there are low-volume subjects that need to be taught because they get you to a particular occupation. This may be something that is important for some but not all, and while we typically make school-by-school decisions, discuss if there are ways to partner across institutions. Based on questions from the regents, the Academic Advisory Committee should also consider what triggers program suspension, how warnings can be put in place between cycles/reports (i.e., the two years between the New Program and 7-Year reviews; the seven years between program reviews), and other nuances to improve these processes and program viability.

New Programs 5-Year Enrollment Reviews, Fall 2016 – Fall 2020

Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, presented this annual report to the Committee. New academic programs are reviewed annually for a period of five years. The Fall 2016 – Fall 2020 review comprises enrollment data for fifty-eight (58) approved new academic programs. The format for the review is standardized and includes the projected and actual enrollments for each program. The projected enrollments are derived from the program proposals approved by the Board of Regents and MHEC, and the actual enrollments are those achieved and reported each year by the programs. Attention in the review is given to the relationship between the projected and the yearly actual program enrollments. Programs that began reviews in Fall 2016, Fall 2017, and Fall 2018 reflect actual enrollments for the third year of the programs and beyond. The most recent programs in review, Fall 2019 and Fall 2020, have varying degrees of actual enrollments as they progress through the first and second years of implementing the program. It is important to note that not all programs are implemented in the year they are approved. Dependent upon the date of the Board of Regents and MHEC approvals, recruitment and admission to the program may not begin until the next academic year. In other cases, admission to the program may not occur until the students have completed the required core courses, examinations, etc. and enrollments would then be reported two years after implementation. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provides an opportunity to judge the long-term viability of a new program prior to its first periodic program review.

The Fall 2016 to Fall 2020 New Program 5-Year Enrollment Review Report indicates that the majority of the programs are achieving actual enrollments greater than 50% of their projected enrollments. And, for some program the actual enrollments exceeded the projected. It should also be noted that this report will be part of the review described in the Post-Approval Academic Program Review Reports and Forthcoming Reviews presentation. Enhancements may be impending.

William E. Kirwan Center for Academic Innovation Update

Dr. MJ Bishop, Director of the Kirwan Center for Academic Innovation and Associate Vice Chancellor, presented the update on the Kirwan Center for Academic Innovation (KCAI). Dr. Bishop shared that the mission of the Kirwan Center is to, 'leverage the power of multi-institutional collaboration to increase access, affordability, and achievement of high-quality credentials for Maryland students. Informed by the diversity of USM 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, equity, and inclusion.' This year, with consultation from the Academic Transformation Advisory Council and the Council for Advancing Teaching and Learning, both comprised of academic innovation specialists from USM institutions, the Kirwan Center has helped ensure the transition to remote teaching (due to the pandemic) was as smooth as possible, and also worked with faculty to ensure an even higher quality online learning experience over this academic year. KCAI and the University of Maryland Global Campus partnered to provide:

- More than 1,000 hours of individualized instructional design support and "ask and answer" sessions to more than 200 faculty across 9 institutions.
- Full conversion of almost 50 courses across the USM.
- Professional development workshops to more than 1,500 faculty and staff on a variety of topics.
- Systemwide access to virtual reality simulations for 130 lab-based courses to more than 2,900 students in Fall. Spring usage has already almost doubled.
- Access to adaptive learning tools for faculty teaching high-enrollment courses to enhance the asynchronous learning experience.

While the Kirwan Center will continue supporting faculty, other KCAI work includes:

- the Maryland Open Source Textbook initiative, which has saved 65,000 students more than \$10.4M cumulatively;
- usmX, which has led to the development of MicroMasters programs, professional certificates, and stand-alone MOOCs (including the first ever from an HBCU), and almost 1 million cumulative course enrollments across 150 courses; and
- Badging Essential Skills for Transitions where they are exploring the use of alternative credentials in the form of digital badges that might provide the framework for the development of scaffolded programs aimed at: (1) helping students actively explore how their curricular and co-curricular experiences are helping them acquire the higher-order skills employers are seeking; (2) assessing the acquisition of those skills; and then (3) issuing validated digital badges that communicate to employers the specific ways in which these students are "career ready."

Ultimately, KCAI's goals are to develop statewide initiatives that both leverage "systemness" and allow key stakeholders to see themselves in the work; build institutional capacity to scale and sustain *transformative* academic innovation models; and reconceptualize the role of academic innovation from peripheral activity to mission critical for student success, equity, and inclusion. Chancellor Perman thanked Dr. Bishop for the work the KCAI staff and campus colleagues do to promote academic innovation.

P-20 Update

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach presented this update to the Committee. The P-20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P-20 Office serves as a central point of contact for the education segments to collaborate on shared objectives of breaking down barriers and building seamless educational experiences for all students from kindergarten through college and career. P-20 at USM works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. The team's role is to support our institutions in their

work of preparing the next generation of teachers for Maryland schools, reducing remediation in college, bridging the digital divide, and preparing all students to be informed and engaged citizens who will sustain our democracy. Additionally, COVID-19 necessitated that the work of the P-20 Office adapt and “pivot”. Dr. Shapiro shared details on the following P-20 initiatives:

- Maryland Mathematics Reform Initiative: First in the World (MMRI-FITW) was aimed at improving P-20 mathematics education via a four-year, three-million-dollar grant from the U.S. Department of Education. The grant directly addressed the problem of too many undergraduate students placing into non-credit, developmental (also known as remedial) mathematics courses. In collaboration with seven community colleges and five USM institutions, USM supported the development of high-quality statistics pathways that accelerate students’ progress through their general education required mathematics courses. The report highlighted impact and findings of the grant which recently ended.
- Expanding access to computer science for all Maryland K-12 students through the Maryland Center for Computing Education (MCCE). MCCE continuously provides resources, support, grant funding, and professional development to support local school systems’ plans. As computing and technological advances occur, MCCE adapts support by providing new topics, such as cybersecurity and artificial intelligence, across the state including best practices and tools for teaching online.
- Meeting the Democracy Challenge of 2020 and beyond - USM has had a proactive Civic Education and Civic Engagement Initiative since 2017, when the EPSL charged a task force to make recommendations on civic education, civic engagement, and civic responsibility. EPSL receives regular reports on Civic Engagement initiatives (last report was November 2020). USM Regents identified Carnegie Community Engagement Classification as a priority for USM institutions. The application process is lengthy (5-year window) and rigorous. To date, three USM institutions have earned that recognition: Salisbury University, Towson University and UMBC.
- Teaching and learning in a time of COVID. The P-20 Office hosts two state-wide affinity groups: the Maryland Education Deans Council and the Associate of Arts of Teaching Oversight Council and maintains consistent communication with the Maryland Department of Education as it pertains to recruiting diverse candidates into teaching; preparing candidates to be effective educators, particularly in shortage areas like STEM and special education; distributing teachers equitably across all schools; providing new teachers with induction support and ongoing professional development; and retaining them in the profession over time.

In addition to the P-20 System-level work, this report included two updates:

- Blueprint for Maryland’s Future: legislation implementing recommendations Commission on Innovation and Excellence in Education—Kirwan Commission
- B-Power: Transfer of B-Power to University of Baltimore

Motion to Adjourn

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Schulz, seconded by Regent Sansom, and unanimously approved. Regent Gourdine adjourned the meeting at 11:45 a.m.

Respectfully Submitted,
Regent Michelle Gourdine
Chair