



**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 4, 2021. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Edwards, Gooden, Johnson, Leggett, Sansom, and Wood. Chancellor Perman and Senior Vice Chancellor Joann Boughman were also present.

The following were also in attendance on Zoom: Dr. Alvarez, Dr. Amoussou, Dr. Andersen, Ms. Bainbridge, Dr. Beise, Dr. Beyrouty, Dr. Bishop, Professor Calhoun, Dr. Erwin, Dr. Forsythe, Dr. Foust, Dr. Frank, Dr. Goodman, Dr. Gregory, Ms. Griffin, Dr. Ha, Dr. Hurte, Dr. Izsak, Ms. Jamison, Ms. Jenkins, Dr. Johnson, Dr. Kim, Dr. Lewis, Dr. Lilly, Mr. McDonough, Dr. McPherson, Dr. Marzullo, Dr. Mathias, Dr. Murray, Dr. Niemi, Dr. Olmstead, Ms. O'Neill, Ms. Oyegoke, Dr. Perreault, Dr. Rous, Dr. Shapiro, Dr. Sullivan, Dr. Travis, Dr. Ward, Ms. Wilkerson, Dr. Wei, Dr. Young, and Dr. Zimmerman

Guests also participated via the public, listen-only line.

Chair Gourdine welcomed Regent Bob Wallace (in his absence) back to the EPSL Committee. She also thanked Regent Sansom for his dedication to students and the board and wished him well as he graduates from Salisbury and completes his term on the board. Regent Sansom was given a round of applause.

Action Items

New Academic Program Proposal

Coppin State University: Bachelor of Science in Data Science

Dr. Leontye Lewis, Provost and Vice President for Academic Affairs; Dr. Sadie Gregory, Interim Dean of the College of Business; and Dr. Lidan Ha, Assistant Professor, Accounting and Management and Information Systems presented the proposal for Coppin to establish a Bachelor of Science in Data Science. The program would sit within the College of Business and aim to produce graduates who can combine business expertise, quantitative reasoning, and computer software skills to extract meaningful insights from data. These skills prepare students to interpret business data in the 21st century, to compete in the marketplace with combined business and data science skills, and to apply these insights to answer business questions and solve business problems. Through course study and hands-on projects, students will master data science skills, including structured and unstructured data, statistical measurement, machine learning and deep learning, on-premises and cloud computing, and data visualization. The curriculum was developed by a multidisciplinary curriculum team from both academia and industry, including the CSU Data Science Team of data science, management information systems, and computer science faculty, and a data scientist and curriculum specialist from Blackboard.

The new program will prepare students for career opportunities such as data analyst, business analyst, business intelligence analyst, data scientist, operations analyst, or other critical business analyst positions, and to pursue graduate studies in data science related fields. Before developing the proposed program, extensive research was conducted on workforce demanded skill sets for data science graduates. Data science skills such as data analysis, data management, SQL, Python, Microsoft Excel, machine learning, and communication

are among the top skills required by several relevant job positions. Offering the proposed Data Science program at an HBI provides minority and educationally disadvantaged students access to a new program with increasingly high workforce demand and prepares them for successful careers or graduate studies.

There are several other institutions in Maryland that offer a B.S. degree in data science or analytics, but they all have different foci than CSU's proposed program, and none of the institutions is an HBI. The proposed program does not duplicate any of these programs. Furthermore, 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 and the creation of a program embedded in a College of Business and in an urban setting 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 Coppin State University to offer the Bachelor of Science in Data Science. The motion was moved by Regent Johnson, seconded by Regent Gooden, and passed unanimously.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Coppin State University: Master of Science in Health Information Management

Dr. Leontye Lewis, Provost and Vice President for Academic Affairs; Dr. Tracey Murray, Dean, College of Health Professions; and Professor Mona Calhoun, Chairperson of Health Information Management, presented the proposal to create a Master of Science in Health Information Management (MSHIM). The program incorporates the disciplines of healthcare administration, quality improvement and risk management, informatics, research, finance, information technology and systems, and law into one curriculum. Because of this unique mixture, graduates can choose from a variety of work settings across an array of healthcare environments. As the world moves from a paper based to an electronic society, so does the health care field. The HIM profession is at the forefront of this movement. This requires enhanced depth and breadth of knowledge in information management capabilities through academic preparation at the master's degree level. The program is designed to provide advanced academic preparation and experience for professionals in areas such as health informatics, health services administration, quality improvement, and risk management.

The program would be offered year-round and in a hybrid format to accommodate working professionals. The MSHIM is structured to facilitate the career advancement of practicing health information management professionals. It will also be able to facilitate the growth of those in clinical practice, laboratory science, or those committed to joining the health information discipline as new healthcare professionals. The proposed program is specifically designed to prepare professionals to thrive in a technology-supported and information-driven health care environment. The CSU MSHIM degree program directly responds to the employment and vacancy needs of in-patient and outpatient healthcare delivery systems, requiring health information management professionals. The demand is high for professional health services jobs include allied health and urban health specialist, urban mobilization coordinator, response monitoring coordinator, logistics coordinator, safety and occupational health specialist, case managers, HIV/AIDS specialists, health and wellness facility directors, spa directors, and cruise ship health and wellness directors.

There are no programs among the HBIs comparable to CSU's proposed M.S. Degree in Health Information Management, but the University of Maryland Global Campus offers a related degree in Health Informatics Management. This means an enormous increase in educational and employment opportunities in terms of the employment outlook for aspiring health information management professionals at HBIs and on a more localized level. The 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 praised the positioning of the program as one that could appeal to graduates of Coppin's undergraduate programs and encourages all institutions to build such connections and pathways for alumni.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Coppin State University to offer the Master of Science in Health Information Management degree. The motion was moved by Regent Johnson, seconded by Regent Leggett, and passed unanimously.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland, Baltimore: Doctor of Philosophy in Palliative Care

Dr. Flavius Lilly, Vice Provost for Academic and Student Affairs and Vice Dean for the Graduate School, and Dr. Mary Lynn McPherson, Professor and Executive Director, Advanced Post-Graduate Education in Palliative Care and Executive Program Director, Online Master of Science and Graduate Certificate Program in Palliative Care, presented the proposal for the University of Maryland Graduate School to offer a Doctor of Philosophy (Ph.D.) in Palliative Care. Palliative care is a rapidly growing field that attends to the physical, psychosocial, and spiritual problems of patients and families living with serious illness. Unfortunately, the training and development of palliative care practitioners has not kept pace with the burgeoning demand for hospice and palliative care services. It is anticipated that the need for palliative care physicians will increase two-and-a-half fold by the year 2040. This online program will build on the successful Master of Science degree in Palliative Care. The Ph.D. program will consist of 36 academic credits in addition to the 30 credits in the M.S. degree or build on a master's degree or higher in a relevant field with substantial and current experience in palliative care. This program aims to develop outstanding researchers in palliative care, while concurrently honing skills in leadership, education, and engagement in the profession, and the palliative care community. It is anticipated that graduates of this program will assume positions in academia, lead tertiary care palliative care centers, lead granting/funding institutions and foundations associated with palliative care, and work with accountable care organizations to identify patients who would benefit from palliative care. Many of the learners who apply to this program will likely be professionals currently working in the field who want to hone their skills and take it to the next level.

The UMB PhD in Palliative Care would be the first in the United States and the only completely online program in the world. There are no duplication concerns. Furthermore, 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 applauded the focus on adult learners. Regent Wood recommended collaborations with UMB's Law School and outreach to lawyers and law students, since those individuals are often dealing with issues related to palliative care.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from University of Maryland, Baltimore to offer a Doctor of Philosophy in Palliative Care degree. The motion was moved by Regent Johnson, seconded by Regent Wood, and passed unanimously.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland, College Park: Bachelor of Science in Social Data Science

Dr. Betsy Beise, Associate Provost, and Dr. Keith Marzullo, Dean of the College of Information Studies, presented the proposal for the University of Maryland, College Park to establish a Bachelor of Science in Social Data Science. This program is a collaboration between the University's College of Information Studies, School of Public Health, and College of Behavioral and Social Sciences. A major goal of the program is to create opportunities for students to have options for majors in high-need areas that are also where the University has the capacity to accommodate students. Students will take a set of core courses in information studies, statistics, and survey data science. Students then select a focused area of study that applies data science techniques along with relevant theory and methods to various social science disciplines as well as areas relevant to current societal demands such as Medical Anthropology and Public Health. The core courses include foundational courses in programming, statistics, mathematics, and data science, as well as upper-level courses in database design, data privacy and security, ethics, data sources and manipulation, data visualization, survey fundamentals, and questionnaire design. Students also take a set of cognate courses in a behavioral or social science discipline that allow them to deepen their knowledge of the discipline and apply data science principles to social science research and practice. Students finish the program by taking a required capstone course. This critical suite of knowledge and skills is essential in many domains, including government, healthcare, sustainability, economics, entertainment, human rights, equity, and others.

Data Science is a rapidly developing area of study and, as such, has essentially become a “core discipline”, not unlike statistics or computer science. There are several undergraduate majors in the state of Maryland, with new proposals either under way or recently approved at USM institutions. Most have a similar core content that allows students to develop the basic skills and principles of data science, but the upper-level curricula typically diverge. Within and outside of the USM, there are five programs in Maryland, which share some similarities with the proposed program but none with the disciplinary focus of the social sciences beyond economics. 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.

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 a Bachelor of Science in Social Data Science degree. The motion was moved by Regent Gooden, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

University of Maryland, College Park: Bachelor of Science in Fermentation Science

Dr. Betsy Beise, Associate Provost, and Dr. Craig Beyrouty, Dean of the College of Agriculture and Natural Resources, led the presentation for UMD to establish the Bachelor of Science in Fermentation Science. This program is designed for offerings on the College Park campus and at the Universities at Shady Grove and would be delivered via collaboration between the departments of Nutrition and Food Science and Plant Sciences and Landscape Architecture, both of which are in the College of Agriculture and Natural Resources. The proposed degree is concerned with the application of the fundamental principles of the physical, biological, and behavioral sciences and processing to understand the complex materials recognized as the raw precursors or/and final food products and beverages of fermentation. The science-based curriculum includes foundational courses in chemistry, biology, and food and plant science, with tracks in viticulture, brewing, cheese and dairy products, and pharmaceuticals along with fundamentals of business.

The proposed program will prepare students for the workforce in a variety of fermentation industries that include beverages (beer, wine, distilled spirits, and kombucha), vegetable foods (kimchi, tempeh, and miso), dairy foods (cheese and yogurt), and biotechnology industries (biofuels and pharmaceuticals). Students will have a solid understanding of the microbiology of fermentation and will be able to critically evaluate the scientific literature related to their use in fermentation production and management. Graduates will also be well-versed in the societal issues related to fermentation science. Research has shown that Maryland's fermentation-related industries increased dramatically in the last decade. The Brewers Association of America, the Maryland Wineries Associate, and the Maryland Department of Commerce have all expressed the need for employees trained in fermentation science. Additionally, research by Towson University's Regional Economic Studies Institute indicates that Maryland has had a large increase in fermentation-related businesses, with breweries and distilleries growing by 218% and 375%, respectively, between 2014 and 2018. As of 2018, fermentation-related industries employed 21,918 Maryland residents, and they are still projected to grow by 7% by 2026. No colleges in the state of Maryland offer a fermentation science program. Additionally, 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 expressed appreciation for the program being offered at USG. In response to questions from Chancellor Perman and Regent Johnson, Dean Beyrouty further discussed the practical applications of the program including those noted above and medical fields. The dean also discussed industry partnerships and students being able to take knowledge to scale based on a question from Dr. Boughman.

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 a Bachelor of Science in Fermentation Science degree. The motion was moved by Regent Gooden, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

2021 Cultural Diversity Reports

Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, presented this report to the committee. Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. Annually, each institution shall submit its plan through its governing body for review. Subsequently, the governing body shall submit to the Maryland Higher Education Commission (MHEC) a progress report regarding the institutions' implementation or improvement of their plans. This year, institutions were required to submit their current cultural diversity plans as well as narrative answers (in a maximum of four pages) to the following:

- (1) how the institution defines diversity;
- (2) successful ongoing and new institutional DEI initiatives;
- (3) COVID-19's effects on efforts to enhance diversity; and
- (4) areas of growth and/or challenge regarding diversity, equity, inclusion, and/or combating structural racism

The report in the meeting materials consists of a USM summary and each institution's individual submission. Dr. Lee framed many of the summaries of the institutions' responses in the Toward Racial Equity and Justice framework that was adopted by USM and Board of Regents in 2020. The framework examines three areas to help the USM assess our role in perpetuating structural racism and to establish and promote anti-racist

policies and actions: 1) Equity and Climate in the USM; 2) Education and Research at the USM; and 3) Service Mission at the USM. Highlights of each of the four sections follow:

Section 1: How does the institution define diversity; how did the institution develop that definition?

The original intent of this state-mandated report was to address racial diversity. However, each USM institution's definition of diversity extends beyond race to gender, sexual orientation, gender identity, ethnicity, religion, ability, socioeconomic status, and beyond. They also factor in diversity of thought and opinion. All acknowledge striving for greater diversity among those demographics and share ways they are working towards that goal. Moreover, although the prompt was narrowly worded, many USM institutions described the extent to which their definition of diversity includes a welcoming and inclusive community and campus climate. This focus on inclusion is aligned with what has been described in diversity reports from the last several years and with the Equity and Climate element of the USM framework. It is important to note that numerical diversity was very rarely mentioned in institutions' descriptions. One notable exception is the University of Maryland Center for Environmental Science where underrepresented minority students are less present in the environmental and marine sciences than in many other STEM disciplines. Highlights from each institution's response are presented in the USM Summary.

Section 2: A brief highlight of the most successful ongoing and new institutional initiatives designed to address issues related to cultural diversity within the campus and the broader community, and how their efficacy is measured.

Overall, institutions described 75 successful ongoing or new initiatives. The number of programs described by schools ranged from three to thirteen and were described within a one-page maximum. In all cases, the work described represents a small fraction of the initiatives undertaken at each institution. Of the 75 programs, 69% are focused on Equity and Climate, 16% - Education and Research, and 12% - Service Mission. Several initiatives have elements of more than one category, but the vast majority are programs that center on how members of the schools' communities are treated, access and opportunities are given, support is offered, barriers are removed, knowledge is imparted, and climates are established and maintained to create a campus that is as supportive as possible. Examples for each institution are presented in the USM Summary.

Section 3

*Discuss the ways in which the institution anticipates COVID-19 most affecting
– either negatively or positively – efforts to enhance diversity on campus.*

USM institutions, and all colleges and universities across the nation and world, have been changed by COVID in several ways. Issues identified as being negatively (or potentially negatively) affected by COVID include:

- Enrollment
- Financial obligations and related consequences
- Differing levels of academic and social readiness of students coming into the universities
- Mental health
- Mental health concerns compounded by emotional distress for Black, multiracial, Latinx, Asian, and Asian American community members
- Possession of computer devices and adequate access to reliable broadband
- Services to students with disabilities
- Cancellation of summer bridge programs and some recruitment efforts geared toward underrepresented minority students

The institutions also shared ways COVID has provided opportunities for growth and progress in many areas. Successes include:

- Increased access to programs and virtual events (admissions, interviews, speaker series, class sessions, etc.) allowed for more participation (fewer barriers and scheduling conflicts; ability to reach to community members abroad and in distant states) and more access to diverse speakers (international folks in many cases)

- Faculty members' increased use of culturally competent advising and teaching due to their heightened awareness of students' life circumstances
- Tapping into and creating partnerships with the Kirwan Center for Academic Innovation and Comcast; using CARES funding to purchase devices and provide emergency funds to students; and
- Increasing tele-counseling and group therapy opportunities within the counseling centers
- The establishment of new, virtual DEI initiatives

Section 4: Institutions' most recent cultural diversity plan.

These are attached in the full report

Section 5: Describe your institution's top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.

Each institution's response is summarized in the USM Overview. The following areas of growth/challenge can be found at one or more institution:

- Building out and supporting DEI and social justice-related centers, programs, and initiatives
- Enrollment
- Increased need for financial aid
- Increasing the diversity of faculty and staff
- Onboarding of new Senior Diversity Officer and organizing of DEI work
- Increasing awareness of and student engagement in diversity, equity, and inclusion issues/programs
- DEI training and education programs
- Creating/enhancing inclusion/recognition of DEI/social justice in the curriculum
- Disrupting structural racism to create an equitable learning environment for all
- Creating an inclusive and equitable climate and environment
- DEI training and education for faculty and staff
- Examinations of climate and institutional history
- Increased attention on services for students with disabilities

Based on comments from the regents, the following is noted:

- Let's understand the effect of COVID on graduation rates (Regent Gooden)
- Let's focus on sharing best practices (Regent Gooden)
- Let's understand/examine diversity within STEM programs (Regent Sansom)
- The focus on the Latinx community at some schools is critical from an equity perspective and practically, as population shifts are occurring (Regent Sansom)
- We must be mindful of our responsibilities in the K12 space; this is the best way to move forward on dismantling structural racism, offering equitable opportunities, etc. (Chancellor Perman)
 - Let's hear more our K12 partnerships and opportunities for partnerships in a 2021-2022 EPSL meeting (Chair Gourdine)
- The creation of diversity-related classes is a good start; let's extend thinking and action on creating/adjusting all classes and teaching from a DEI Justice lens regardless of discipline (Chancellor Perman)
- The Kirwan Center for Academic Innovation and Council of University System Faculty have been examining these issues too (Sr. Vice Chancellor Boughman)

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2021 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission. The motion was moved by Regent Gooden, seconded by Regent Sansom, and passed unanimously.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

**University of Maryland Eastern Shore Request to Use Standardized Tests as an Optional Criterion for Admission
and**

Discussion: Test-Optional in the Time of COVID

Dr. Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs; and Dr. Nancy Niemi, Provost, University of Maryland Eastern Shore (UMES), presented this report to the committee. In November 2019, EPSL approved UMES's request for an exception to the Board's Policy on Undergraduate Admissions (III-4.00), which requires a standardized test for undergraduate admissions except for at Salisbury who was granted permission to be test optional over 10 years ago. UMES proposed to conduct a one-year pilot study using standardized tests as an optional criterion for admission for first-year students with overall high school grade point averages of at least 3.4. During the pilot, students were still required to submit their test scores, even if they were not used as admissions criteria. This request was made, as a growing body of research demonstrates that high school grade point average is a better predictor of college success than a student's SAT or ACT scores. 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 sought to identify the extent to which students' high school performance positively correlated with their potential for college success. Based on a review of UMES' first year students' academic performance, the data showed that high school GPA is a much stronger predictor of both academic success and failure than the SAT. Students with higher high school grades and lower SAT scores had a higher rate of success and fewer failures. Conversely, students with higher SAT scores and lower grades exhibited poorer performance and succeed at a lower rate. During the pilot period, UMES realized:

- an increase in first-year student applications
- steady or increased retention rates of test-optional students
- entering class' high school GPA successfully predicted positive student retention
- no harm to the admissions process by implementing the test optional standard

Based on the regents' questions, the following should be noted:

- Currently, per USM Policy, all undergraduate applicants must take and submit SAT or ACT scores (except at Salisbury and UMGC); how institutions weigh or use those scores differs, but submission of scores is required
- For all, test scores are one piece of the admissions puzzle; schools have/are moving to holistic review processes
- Why is a change necessary if it's just one factor to be considered?
 - There are barriers to students having access to take the test; test optional would eliminate that barrier
- Going test optional does not impact accreditation
- Might extending test optional to UMES affect other schools in the USM?
- During/due to the pandemic, the Chancellor granted institutions the choice to become test-optional without going to the Board for full exemption from the admissions policy; this grace period is still in effect; this shift happened nationally for many, many institutions of higher education

Based on (1) concerns about the unknown effects of another exception on the entire USM and potential fragmentation, (2) recognition that the test requirement element of the Board's Policy on Undergraduate Admissions (III-4.00) should be reexamined for the entire USM, and (3) since the COVID-related test optional choice is still in effect (and will remain so until the policy is examined and a decision is made for all), **the Committee on Education Policy and Student Life Committee agreed to defer action on UMES's request.**

Other points of general discussion for consideration when the policy is reviewed:

- Systems and schools are, in fact, going test-optional permanently; we must consider this from a national perspective
- We also need to understand the correlation between grade bands and success especially considering the uncertainty of how COVID is affecting grades/GPAs/learning of high school students
- The holistic examination of an applicant's profile has been working for many schools
- Several provosts support UMES's request and test optional for all
- No one noted concerns about test optional for all
- SAT is often used in decisions about scholarships and for academic program admissions for select programs (honors, athletics, etc.)
- Ensure clarity of this for undergraduates, as there are more complex issues (accreditation for one) regarding standardized tests at the graduate level

Dr. Boughman suggested, and Regent Gourdine agreed that a USMO team and provosts will examine the BOR policy over the summer and return to EPSL for more discussion and/or with a proposal.

Information Items

2021-2022 EPSL Agenda Brainstorming

The annual agenda for the committee on Education Policy and Student Life includes many standard reports, new academic program proposals, and other anticipated action and information items. As we conclude the Committee's business this year and in preparation for next year, regents offered topics for consideration in the 2021-2022 EPSL session:

- Articulation efforts between USM and other institutions
- Addressing/attending to academic program viability during the gap between establishment, new program review, and the seven-year program review
- USM work in the K-12 space and potential for partnerships
- Test optional
- Regent Wood shared the following from
<https://www.forbes.com/sites/brandonbusteed/2020/07/23/8-innovative-ideas-for-higher-education-right-now/?sh=220c6a3d6496>
 - Triple threat graduates
 - Experiential marketing as the new enrollment management strategy.
 - Provide 24-48 hour admissions decisions
 - Evergreen degree programs
- Academic exchange programs (for a limited number of courses) between USM institutions and other schools nationally (based on Big 10 partnership established during COVID)
- Re: mental health – what can we do in terms of support groups, etc. to address mental health concerns while recognizing that resources and staffing are limited.
- Civic engagement and education work

Regents should feel free to reach out to Dr. Boughman or Regent Gourdine with other ideas.

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