



**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, November 8, 2021. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Beams, Gooden, Johnson, Leggett, Oludayo, Pringle, Smarick, 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. Bishop, Dr. Bowden, Dr. Coleman, Dr. Foust, Dr. Goodman, Dr. Hann, Ms. Harper, Dr. Johnson, Dr. Kannan, Dr. Konana, Dr. Lee, Ms. Marano, Dr. Mathias, Mr. McDonough, Mr. Muntz, Dr. Niemi, Dr. Olmstead, Ms. Pomietto, Dr. Reitz, Dr. Rous, Dr. Sanford, Dr. Shapiro, Mr. Skevakis, Dr. Tatum, Dr. Ward, and Ms. Wilkerson.

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

Action Items

New Academic Program Proposal

University of Maryland, College Park: Doctorate of Business Administration

Dr. Betsy Beise, Associate Provost, and Smith School of Business Dean Prabhudev Konana, Associate Dean P.K. Kannan, and Associate Dean Rebecca Hann presented the proposal for the University of Maryland, College Park to establish a Doctorate of Business Administration (DBA). The DBA is a practitioner-oriented professional doctoral-level degree designed for senior executives and researchers in industry and government for whom advanced research skills in analyzing business problems are required. The DBA is structured to provide more advanced skills in leadership and problem-solving than one would earn in a master's degree, while also providing a more practical application than would be present in a Ph.D. program. The initial areas of focus/specialization for this cohort-based program will be in information systems, marketing, and finance. Cohorts are anticipated to include 5-10 students in each area and to draw primarily from corporate partners in the Washington, DC area. The program consists of 54 credits, including a minimum of 12 credits of capstone project research. Students who enter the program with a master's degree can meet the requirements with 30 credits. Typically, however, students will take 42 credits in research tools and methodologies, courses in the student's major field of study, and practice-focused elective courses. A capstone project research will address real-world applications in business or government. The program will also develop and build upon skills that students will continue to use throughout their subsequent careers as leaders in federal and state government agencies, financial institutions, and beyond. The Bureau of Labor Statistics indicates that our region (DC-VA-MD-WV) is one of the top metropolitan areas for employing executive-level management level positions.

Currently, UMGC offers a Doctor of Business Administration that is an online, part-time program with content that is more broadly focused on business intelligence, ethics, and complex decision-making and does not have the in-depth focus areas identified in UMD's proposal. Capitol Tech and Morgan State University offer Ph.D.s in business administration. Unlike Ph.D. programs, the DBA is a practitioner-based

program for working professionals with related career goals. In response to a regent's question, while UMCP's program would target execs in business and industry, Morgan's program has a teaching focus for work in academia. Chancellor Perman also noted that this proposal follows the trend of newly created professional doctorates. 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 to offer a Doctorate of Business Administration. The motion was moved by Regent Gooden, seconded by Regent Wood, and passed unanimously.

Information Items

Fall 2021 Enrollment Update and FY 2022 Estimated FTE Report

Mr. Chad Muntz, Assistant Vice Chancellor of Institutional Research, Data & Analytics presented the first enrollment update for the fall semester and fiscal year. This annual report offers the regents an overview of the fall undergraduate, graduate, and first-professional students' enrollment for the System and each institution. Enrollment in the USM is guided by the Policy on Enrollment III-4.10 and led by enrollment management executives on the campuses.

Highlights include:

- Preliminary Fall 2021 headcount enrollment of 164,797 was down by 3.2% students compared to Fall 2020. An increase at UMCP helped minimize the overall decrease.
- The FY 2021 total of 125,961 full-time equivalent (FTE) students was estimated to be -4,275 FTE lower than last fiscal year. Excluding UMGC, USM's FTE estimate of 90,557 was a decrease of -2,183 FTE compared to FY 2021.
- First-time, full-time students increased by 1,131 in Fall 2021 over Fall 2020. The increase was primarily attributed to UMCP, UMBC, Towson, and UMGC. Salisbury enrolled the same number, and there were decreases at all other institutions including Coppin, Bowie, Frostburg, UMES, and UBalt.
- Undergraduate (part-time and full-time) enrollment was lower; graduate enrollment was also down, but this was mainly due to a decrease in part-time students. However, full-time graduate students increased at UMCP, UMBC, UMB, and FSU.
- Total enrollment of 10,794 at the USM's Historically Black Institutions decreased 4% (or 450 students) compared to Fall 2020.
- Fall 2021 changes were mixed; impacts from the pandemic are not fully understood.
- The current FTE estimate aligns with the FY 2022 budget submission but less than projected in Spring 2021.
- USM recovered almost 1,000 students who "stopped out" in Fall 2020 and returned in Fall 2021
- More students left USM for out-of-state institutions in Fall 2021 than Fall 2020.
- Largest proportion of the attrition (many thousands in both semesters) did not enroll anywhere in Fall 2021.
- Nationally, most public comprehensive institutions and community colleges lost enrollment while many highly selective institutions and flagships increased enrollment or recovered enrollment back to pre-pandemic levels.

- Maryland high school graduates are projected to remain stable due to growth in LatinX and Asian populations.
- USM enrollments are like national reports and follow projected demand curves
 - Most of the highest selective institutions gained while others decreased
 - Full-time graduate enrollment increased
- Enrollment recovery is slower than enrollment loss.

Mr. Muntz went into more details on many of the points above. Subsequent discussion included:

- Regent Gooden's request to explore the steady enrollment decline at Coppin State University. What are the root cause(s) of the decline, efforts to reverse the decline, what USM and the Board of Regents can do to slow or stop the decline? Dr. Michael Bowden, Assistant Vice President, Coppin State, noted that they, too, are concerned and working on it. Dr. Bowden will consult with the provost and return to engage with the regents on this issue. Mr. Muntz noted that while enrollment remains a concern, Coppin's graduation rates have doubled.
- Although data do show a steady number of high school graduates due to increases in the LatinX population, a sizeable portion of all high school graduates (many from underrepresented minority groups) do not go to college. Chancellor Perman noted that he has and we all should begin exploring ways to help establish a college-going culture for those students – helping ensure they are interested in and prepared for postsecondary education.
- A request to explore why USM's HBCUs are not following the national trend of increased enrollment at HBCUs (Regent Leggett) and, overall, HBCU enrollment over the last five years (Regent Gooden).

PK-20 Pipeline Issues

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, presented on partnerships between PreK-12 and higher education. USM's strategic planning process has prioritized a commitment to building a diverse academic community to prepare leaders for a global economy and an increasingly diverse world. We need to be intentional about removing educational barriers and designing pathways and programs that will support lower income and first-generation students becoming college-ready and enrolling in our institutions. USM's P-20 commitment has focused on building bridges between the PreK-12 schools and postsecondary education through collaborating on college readiness standards in high school; outreach to schools, students, and systems; strengthening teacher preparation; and developing pipelines into postsecondary programs. The USM must consider:

- What kinds of investments can we make in our local schools to support local teachers and mentor young students in the pipeline?
- How can we address the disconnect between students' academic talents and their college attendance, especially students who have been disadvantaged by barriers in the college access?
- How can we identify and scale successful outreach programs at our USM institutions?
- How can we increase transparency about college admissions, financial aid, and pathways to the public colleges and universities in Maryland?

Dr. Shapiro noted that USM direct outreach and engagement with public schools is critical to our ability to meet USM's strategic plan goals and priorities and that:

- Pipeline development requires sustained commitment;
- Pipeline development is a critical part of any commitment to diversity, equity and inclusion;

- Pipeline development requires collaboration with schools and school districts: we need to be responsive to their priorities; and
- Evidence-based interventions can inform effective policy.

To move these efforts along, USM:

- Has applied for an Abell Foundation seed grant to examine how to expand USM's pipeline programs.
- Will further explore pipeline development during a spring education forum for the full BOR to (1) recognize existing campus pipeline programs, (2) identify national evidence-based promising programs, and (3) listen to Maryland school leaders.

Dr. Shapiro further described former and current pipeline programs, discussed how Maryland's recent Blueprint for Education, with an investment of over \$4 million in education, opens doors for substantial collaboration with K-12 via dual enrollment and teacher preparation pathways. The Blueprint is guided by the Accountability and Implementation Board (AIB) on which Regent Leggett sits to represent all of higher education. Regent Leggett agreed to share more details with Ed Policy and Student Life as that work moves forward and is cleared for public discussions.

Regent Wood congratulated Dr. Perman on his leadership on the creation of the CURES Program, which is a hallmark pipeline program at the University of Maryland, Baltimore.

Regent Smarick asked to further explore high school graduation requirements and a bridge program designed to help graduates be successful.

Articulation Efforts at USM Institutions

Dr. Joann Boughman and campus provosts shared details on articulation efforts across the University System of Maryland. Over 60% of students transfer to a USM institution from community colleges or four-year institutions. Most of those transfers are guided by articulation agreements, which document pathways between two or more colleges or universities and their academic programs. Dr. Boughman described the USMO-led efforts to enhance the articulation transfer system (ARTSYS), which helps facilitate these smooth transitions. Currently, there are approximately 770 articulation agreements across USM institutions mostly guiding transfer from two-year to four-year institutions.

Provost Nancy Niemi (UMES), Provost Melanie Perreault (Towson), Interim Provost Catherine Andersen (UBalt), and Interim Provost Mike Mathias (Frostburg) shared details of their schools' articulation efforts which span a number of academic disciplines; are with public and private institutions; cross state lines; are joint with most of the community colleges in the state; involve USM regional centers; and include graduate and professional programs. The provosts noted that, in most cases, transfer students are graduating at rates equal to or higher than those of native students. These partnerships are constantly evolving and growing to meet the needs of the sending and receiving institutions.

Questions or comments included:

- Are we sufficiently leveraging the Universities at Shady Grove in these efforts? (Gourdine) Chancellor Perman noted there are always opportunities for growth, but that the ACES program is steeped in the ideas of preparation, readiness, and transfer and is highly successful.
- Regent Wood noted that advertising and outreach are important in ensuring these efforts are known. Vice Chancellor for Communications and Marketing, Tim McDonough, agreed and also noted the importance of grass roots efforts, as consistent implementation of marketing is too resource-intensive for some institutions.

- Chair Gourdine noted that these efforts are key in creating more affordable options for attendance, as students pay a four-year tuition for fewer years when they enter with credits.

Report on the Instructional Workload of the USM Faculty - (AY 2020-2021)

Dr. MJ Bishop, Director of the Kirwan Center for Academic Innovation and Associate Vice Chancellor, presented the report on the workload of the USM faculty for the 2020-2021 academic year. This is the third of a multi-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy approved by the Board of Regents in June 2019. We are close to having all institutions accounted for in this report. The report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. Key findings include:

- Despite the extraordinary circumstances during the global pandemic, total credit hours produced in 2020-21 kept pace with total student headcount enrollment.
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced mirrors the unique missions of the USM institutions.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 69.45% of all credit hours produced (up again slightly from the previous year).
- Over the five years since 2015-16, credit hours produced by core instructional full-time faculty was up 2.42% in 2020-21, while credit hours produced by part-time faculty dropped by -3.36%.
- Full-time tenured/tenure-track faculty carried the largest load at the upper-division undergraduate and graduate levels as compared to all other faculty types.
- Average student credit hour production for core instructional faculty was down somewhat from last year but on par with the previous 4 years.
- The number of bachelor's degrees awarded continued to increase in 2020-21. Across the institutions reported here there was a USM record 27,678 bachelor's degrees awarded.
- Four-year undergraduate graduation rates improved again in 2020-21 to the best performance since this measure was first tracked. Six-year graduation rates decreased slightly.
- Faculty publication and scholarship continued at high levels and at appropriate levels according to faculty type.
- Faculty secured over \$1.6 billion in research funding, representing a 3.82% gain over last year.

Ultimately, faculty workload is keeping pace with enrollment. Dr. Bishop, Chancellor Perman, and the regents thank the faculty for their dedication.

Notification of Awards: Regents Scholars – Academic Year 2021-2022 and Elkins Professorships – FY 2022

This topic is being deferred until a future meeting.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Johnson, seconded by Regent Gooden, and unanimously approved. Regent Gourdine adjourned the meeting at 11:47 a.m.

Respectfully Submitted,
Regent Michelle Gourdine
Chair