



**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 11, 2023. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Gooden, Helal, Oludayo, Leggett, Peters, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Allen, Dr. Alvarez, Dr. Andersen, Ms. Bainbridge, Dr. Beise, Dr. Bowden, Dr. Caraco, Dr. Carlow, Dr. Clemmons, Dr. Cooper, Mr. Dahl, Dr. Evans, Ms. Feagin, Dr. Foust, Dr. Frank, Dr. Gilliam, Dr. Goodman, Dr. Haverback, Ms. Herbst, Dr. Hurte, Dr. Jenkins, Dr. Jennings, Dr. Jeter, Dr. Joshi, Dr. Khademian, Ms. Lang, Dr. Lee, Dr. Liu, Mr. McDonough, Ms. Marano, Dr. Medina, Mr. Morgan, Dr. Muhoro, Mr. Muntz, Dr. O'Bryant, Dr. Olmstead, Dr. Patricio, Dr. Potter, Dr. Re, Dr. Richardson Wilks, Dr. Rodriguez, Dr. Shapiro, Dr. Skevakis, Dr. Smith, Dr. Taylor, Dr. Ward, Ms. Wilkerson, and Dr. Williams.

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

Chair Gourdine acknowledged Regent Tola Oludayo, this year's voting student regent. This was Tola's last EPSL meeting, and he was lauded for his insightful work on the committee. Chair Gourdine expressed thanks on behalf of the committee and all stakeholders.

Action Items

Academic Program Proposals

Bowie State University: Ph.D. in Counselor Education and Supervision

Dr. Carl Goodman, Provost; Dr. Rhonda Jeter, Dean, College of Education; and Dr. Otis Williams, Chair, Department of Counseling, presented the proposal for Bowie State to establish the Ph.D. in Counselor Education and Supervision. Currently, there are no Ph.D. counseling programs available in the area with the specific focus of preparing and educating Black counseling students. BSU's proposed Ph.D. in Counselor Education and Supervision is an innovative academic program that aims to develop culturally responsive school counselors and counselor educators in the Maryland-District of Columbia-Virginia region, and beyond. The program is specifically designed to prepare students to address national and international topics related to systemic change, leadership, and advocacy. Students will identify areas of interest that affect the counseling community and develop basic and applied research skills. Statistical and technological training will foster students' ability to develop analytical skills, scientific knowledge, and problem-solving capabilities. The required internships, practicum, and dissertation all aim to prepare students as future practitioners, educators, and researchers in the field of counseling. Students graduating from similar master's degree programs often have jobs before graduation due to the demand. Research indicates the

same will be the case for students graduating from the doctoral program. The University also anticipates that graduates of multiple BSU master's programs can feed into this program.

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.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer the Ph.D. in Counselor Education and Supervision.

The motion was moved by Regent Gourdine, seconded by Regent Peters, and unanimously approved.

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

Coppin State University: Joint Master of Social Work/Doctor of Social Work

Provost Pamela Wilks; Dr. Beverly O'Bryant, Dean, College of Behavioral and Social Sciences; and Dr. Christa Gilliam, Chairperson & Associate Professor, Department of Social Work presented the proposal for Coppin State to establish the joint Master of Social Work/Doctor of Social Work degree. The program is designed to facilitate and complement Coppin's current BSW in Social Work. The purpose of the MSW/DSW program is to prepare Advanced Generalist (MSW) level and Advanced Scholar-Practitioners to facilitate the needs of the community and the profession. The program would offer a traditional MSW track that requires 60 credits and an advanced standing track that would require a previously awarded BSW degree from an accredited institution and 33- to 36-credit hours. The DSW degree component of the proposal would also provide instruction and would require students to complete 42-credit hours for degree completion. Students will become certified in one of the following macro-practice areas: International Social Work, Legislative Policy Practice, Clinical Supervision, Financial Social Work, Non-Profit Leadership, and Gerontology. The proposed joint master and doctorate program would be one of very few offered at the USM's HBCUs, one of 14 programs that offers the DSW versus Ph.D., and one of the very few graduate degree programs in social work that infuses community engagement and social justice within the curriculum. Faculty hope that the creation of this program will keep social work students at Coppin instead of them seeking additional degrees elsewhere. If established, this will be one of the few such programs within at USM and at HBCUs nationally that infuses community engagement with social justice and practice. Regent Gooden applauded the presenters for an excellent market survey and a well-supported proposal. 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.

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 Joint Master of Social Work/Doctor of Social Work.

The motion was moved by Regent Gourdine, seconded by Regent Gooden, and unanimously approved.

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

Towson University: Master of Arts in Communication and Advocacy

Dr. Cynthia Cooper, Acting Provost; Dean Regina Carlow from the College of Fine Arts & Communication; and Dr. Jennifer Potter, Chairperson, Department of Communication Studies presented the proposal to establish a Master of Arts (MA) in Communication and Advocacy (CA). This MA degree will be housed in the Department of Communication Studies within the College of Fine Arts and Communication. This program builds on the strength of communications studies at TU and would offer high quality graduate education through course instruction, mentorship, and independent study in the areas of communication and critical/cultural studies. The program will prepare students for careers in nonprofit advocacy, international development, and higher education administration, and beyond. The program would expertly position TU to become an innovative leader in grounding students in the essential communication skills to lead across the globe. The program also contributes to the university's goal of achieving R2 status as it will increase measured research activity by increasing grants and other research opportunities. The program leverages the strength and expertise of current department faculty. All courses in the program can be taught by existing faculty, and existing facilities are sufficient to support the program. The program will be financially self-sustaining. The focus on advocacy, which is also at the core of the undergraduate communications degree, makes this a unique program. Communications careers are most likely, but the breadth of the program will prepare students for a wide variety of jobs due to the extent of transferable skills students will gain.

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.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Master of Arts in Communication and Advocacy.

The motion was moved by Regent Gourdine, seconded by Regent Peters, and unanimously approved.

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

University of Maryland Global Campus: Master of Science in Clinical Professional Counseling

Dr. Jennifer Frank, Deputy Chief Academic Officer, and Dr. Phyllis Medina, Program Director and Collegiate Professor of Psychology presented the proposal for UMGC to establish the Master of Science in Clinical Professional Counseling. The program is designed for students seeking preparation leading to counseling-related employment as licensed practitioners and prepares graduates to work in a variety of settings, including mental health centers, drug and alcohol treatment programs, correctional institutions, health care settings, social service agencies, private practice, and business and industry. From the initial course in professional orientation to the conclusion of supervised field work, the program is aligned with UMGC's institutional learning goals to provide career-relevant education and develop our students' capacity for lifelong learning and growth, which are essential for the continuously evolving field of professional counseling. This program requires the successful completion of 60 semester hours of graduate coursework that includes both classroom and supervised field experience. Graduates will be positioned to seek Maryland licensure as Licensed Clinical Professional Counselors (LCPC) upon meeting post-master's examination and field experience requirements. Students who complete designated alcohol and drug counseling elective coursework as a part of their degree plan will be positioned to seek dual Maryland licensure as LCPCs and as Licensed Clinical Alcohol and Drug Counselors (LCADC). The program may lead to licensure in other states, depending on their requirements. The degree would be offered online, include supervised field experiences, and still be open, accessible, and high-quality option for working adults and career changers. Job growth substantiates the need for the program, which is expected to grow over the years.

Demand in the field is likely to eclipse duplication concerns, but it was noted that programs that are geographically close are distinct enough that, after conversations with some existing programs, duplication concerns have not been raised. Further, there is potential for collaboration with schools like the University of Baltimore. Additionally, 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.

Chair Gourdine asked if there is an adequate number of clinical/field work placement sites to accommodate students' needs. The presenters noted that there is competition for sites, but UMGC has been in conversation with several sites in the area. Chancellor Perman shared that he is pleased to hear about partnerships between institutions, and he encourages more.

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 Master of Science in Clinical Professional Counseling.

The motion was moved by Regent Gourdine, seconded by Regent Wood, and unanimously approved.

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

Final Notes

- Dr. Darlene Smith, Special Assistant to the Senior Vice Chancellor for Academic and Student Affairs, shared that EPSL has approved 26 new programs this year. This is an increase over last year and indicates faculty and academic leadership are being responsive to workforce needs and developing innovative programs. The full report on academic programs will be presented in September.
- Chair Gourdine thanked Dr. Smith for her service to the USMO over the last year. Dr. Smith served as Interim Assistant Vice Chancellor for Academic Affairs until Dr. Candace Caraco was hired and has been a special assistant since Dr. Caraco came on board. Dr. Smith has spent much of her time and expertise ensuring academic program proposals were done and done well. The committee wished her the best in retirement.

2023 Institutional Programs of Cultural Diversity Annual Progress Report

Dr. Zakiya Lee, Assistant Vice Chancellor and Chief of Staff for Academic and Student Affairs, presented this report to the Committee. In 2008, a law was passed that required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. That law required that each institution annually submit its plan and a progress report to its governing body for review and, subsequently, to the Maryland Higher Education Commission.

Every year, before submitting our institutions' reports to MHEC, they come through this Committee and, subsequently, the full Board for approval. Although it's not required for MHEC, we create a USM summary to identify themes and to highlight a few of the institutions' responses in order to contribute to our understanding of what's happening system wide. In addition to submitting their Cultural Diversity Plan, institutions had to respond to the following prompts:

Prompt #1 - A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.

Prompt #2 - A description of efforts to increase the numerical representation of traditionally underrepresented groups among 1) students 2) administrative staff and 3) faculty.

Prompt #3 - A description of efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Prompt #4 - A description of emerging populations that are currently underrepresented in higher education.

Dr. Lee offered highlights of each section and noted that all institutions have complied with the reporting requirements. A USM summary precedes the campus reports and offers more details.

Regent Smarick asked how freedom of speech and expression are addressed in diversity-related work. Dr. Lee noted that institutions do acknowledge the importance of diversity of thought. She also shared that the approximately five years ago, the USM established guidelines around the freedom of expression. Regent Helal and Dr. Nancy Shapiro, Associate Vice Chancellor for Outreach and Engagement, noted that these issues are also present in the USMO's and institutions' civic education and civic engagement work as well as being threaded in the new strategic plan.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2023 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

The motion was moved by Regent Gourdine, seconded by Regent Gooden, and unanimously approved.

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

Information Items

Regional Higher Education Centers as Innovation Hubs

Dr. Anne Khademian, Executive Director, Universities at Shady Grove, presented this proposal to the committee. USG 2.0 centers on building the capacity for innovation to serve the fluid student of today and tomorrow -- students who need to flow in and out of jobs and education, rather than pursue a degree in two or four years; who direct their educational experience toward personalized career opportunities, while stacking and banking credentials and experience into degrees; who want choices to study virtually, in person, and in applied experiential settings; and students for whom an institutional ranking and record of degree completion may be less relevant than the support they receive to achieve meaningful employment related to their areas of study. This is fundamentally about a new model of higher education that is pathway focused, centered in career readiness, and built through a new partnership between academic partners and employers to deliver on meaningful employment and career/business success--lifelong learning. The presentation focused on how the Universities at Shady Grove is building this effort, and to socialize the idea of USG being designated (as some point) by the regents, and perhaps the legislature, as a hub to do this innovative work with our academic and workforce partners. The challenge is how to catalyze the opportunity of 9 (and hopefully 12) institutions working together in one campus to transform and scale opportunities for the fluid students of today and tomorrow. The presentation highlighted USG as working to:

- become a community of innovation;
- serve the “fluid” student today and tomorrow;
- serve the future student through partnerships;
- building pathways; and
- leading academic and employer partnerships for pathways.

Shared impact would include:

- Activate the power of the USM to learn together, model, scale
- Greater impact for access, affordability, and enrollments
- Reduce the risk to individual institutions, apply lessons
- Deliver on a student centered approach and ROI for fluid students
- Develop shared assessment framework

Regent Gooden asked if this plan had been shared with presidents. Dr. Khademian noted that she had presented to presidents, provosts, the Chancellor’s cabinet, the Economic Development committee, and other RHEC leaders. The regents applauded USG on its growth, progress, and vision.

Update: PreK-20 Initiatives

Dr. Nancy Shapiro, USM Associate Vice Chancellor for Education and Outreach, presented the P-20 report 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—P-12 schools, community colleges, and public and private senior universities—to collaborate on shared objectives of addressing the state's most immediate education problems. P-20 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. Previously this year, EPSL received updates on the Maryland Center for Computing Education and USM's Civic Engagement and Civic Education work. The focus of the current presentation was:

- Student Access and Success: Report on the NEXUS research, supported by the Abell Foundation and private philanthropist, Ms. Mary-Ragan (MR) Macgill.
- Teacher Education
- P-20 Policy Engagement

Dr. Jing Liu and Dr. Sophia Rodriguez from the University of Maryland, College Park reviewed results of the Student Access and Success study. The research addressed the following questions: Comparing Baltimore City Public School Students (BCPSS) to their peers from other Maryland school districts who enrolled in the same Maryland four-year institutions:

1. How did they differ in key academic readiness indicators in high school?
2. How did they differ in college persistence and completion?
3. How did BCPSS' college persistence and graduation rates differ across Maryland four-year institutions after controlling for student demographic backgrounds and key college readiness indicators?
4. How do graduates from Baltimore City schools who now attend University of Maryland system schools perceive their educational access to college?
5. How do these young people talk about their current college experience and the factors that help them remain in college?

Select findings indicate that students from BCPSS who are enrolled in USM institutions tend to:

1. not feel a strong sense of belonging due to limited pre-college support (academic factor for integration);
2. have fewer trusting relationships with adults on campuses; and
3. report limited opportunities for organizational network-building (social factor for integration)

The committee found this work enlightening and applauded the implications and recommendations, which include:

- a connection to Blueprint for Education;
- pipeline-based solutions; and
- developing students' belonging on campus and expanding existing solutions across the System

All agree that we cannot let this continue to happen to a segment of our student population. Dr. Shapiro and team will share this information and results with the institutions, so we can work collaboratively on these issues. Regent Smarick noted that it will be important to see if the Blueprint helps remedy some of these issues, as previous commissions did not yield lasting

changes. When appropriate, Regent Wood notes that we may want to hear from Regent Leggett who chairs the Accountability and Implementation Board.

New Program 5-Year Enrollment Review - Fall 2018 – Fall 2022

Dr. Candace Caraco, Assistant Vice Chancellor for Academic Affairs, presented the New Program 5-Year Enrollment Review. As part of the ongoing review process of academic programs, the data have been updated with the Fall 2022 enrollments of programs continuing in the five-year review period. The Fall 2018–Fall 2022 review comprised enrollment data for seventy-four (74) approved new academic programs. The format for the review was standardized and included 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. The most recent programs in review 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 a 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 reflected 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 report indicated that most of the programs reviewed this cycle achieved actual enrollments that reflect 50 percent or greater of their projected enrollments. And, for some programs, the actual enrollments exceed the projections. The report bodes well for the enrollment projections made during the program proposal process and for the work faculty and campus officials do to ensure the viability of programs before proposing them to EPSL.

2023-2024 Agenda Brainstorming

Regent Gourdine noted that the annual agenda for the Committee includes many standard reports, new academic program proposals, and other anticipated information items. She and the USM Academic and Student Affairs Office team meet during the summer to plan next year's agenda, but she offered this opportunity for committee members to share ideas they believe warrant attention by the Committee. Ideas included:

- The state of the humanities and liberal arts (enrollment, return on investment, student and faculty opinions and need, etc.) – Regent Smarick
- Sports betting and possibly the need for a USM policy. This affects general student life and athletics, so consideration should be given to which committee receives this topic – Regent Wood
- Expansion of student affairs/student life topics covered including, but not limited to, dining, residence life, and more
- Scholarships – how to access, prevalence of, distribution of, etc. This was raised by Regent Peters who also noted recent updates to scholarship resources offered by the USM institutions, the USM, and the Board of Regents all on the USM website.
- Update on USM's and health equity work

Chair Gourdine encouraged all to continue sharing ideas they may have from this point forward.

Action Item

Motion to Adjourn

Chair Gourdine thanked all who participated in today's meeting. She also reiterated thanks to Regent Oludayo for his service and noted that we look forward to working with Regent Helal as next year's voting student regent, as well as the incoming student regent.

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

Respectfully,
Regent Michelle Gourdine
Chair