

**ST MARY'S**  
**COLLEGE of MARYLAND**  

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*The Public Honors College*

**BOARD OF TRUSTEES**  
**ACADEMIC AFFAIRS COMMITTEE**

**Open Session**  
**February 1, 2019**  
**Blackistone Room, Anne Arundel Hall**



**BOARD OF TRUSTEES  
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION  
REPORT SUMMARY**

**Date of Meeting:** February 1, 2019

**Date of Next Meeting:** May 10, 2019

**Committee Chair:** Peter Bruns

**Committee Members:** John Bullock, Susan Dyer, Board Chair Sven Holmes, Glen Ives, President Tuajuanda Jordan, Larry Leak '76, Ann McDaniel

**Staff Member:** Michael Wick

**Dashboard Metrics:** N/A

**Executive Summary:**

**Discussion Items**

Dean of Faculty Report

Faculty Senate Report

DeSousa-Brent Program

**Information Items**

Minutes of October 26, 2018



**BOARD OF TRUSTEES  
ACADEMIC AFFAIRS COMMITTEE  
MEETING OF FEBRUARY 1, 2019**

**OPEN SESSION  
AGENDA**

**I. CALL TO ORDER**

**II. DISCUSSION ITEMS**

**A. Dean of Faculty Report**

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**B. Faculty Senate Report**

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**C. DeSousa-Brent Report**

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**III. INFORMATION ITEMS**

**A. Minutes from meeting of October 26, 2018**

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*The Committee expects to close a portion of the meeting.*

**BOARD OF TRUSTEES  
ACADEMIC AFFAIRS**

**PROVOST REPORT**

**LEAD CLASS MATRIX**

The LEAD Core Curriculum, with its emphasis on integrative, experiential, and applied learning, will place new pressures on the College's class scheduling matrix. Common meeting times for students and faculty as well as more active and applied classroom experiences will have increased importance. To accommodate these demands, an alternative class scheduling matrix, called the LEAD Class Matrix, is under development.

In January, the College hosted Dr. Jeff Osborn from The College of New Jersey. Jeff is nationally known for his work on integrating undergraduate scholarly activity into the undergraduate curriculum. Jeff held a session with faculty on alternative faculty workload models and on how alternative class scheduling can provide in-load time for faculty to collaborate across departments and courses. Jeff talked about the applicability of these same alternatives to implementing the Integrated Inquiries currently proposed in the LEAD Core Curriculum. Once the LEAD Core Curriculum is passed by the Faculty, we will build on Jeff's work to design and implement a new LEAD Class Matrix.

**ARTICULATION AGREEMENTS**

As the Board will recall, the College is engaged in developing formal articulation agreements with Maryland community colleges as a means of providing students seamless pathways to and through St. Mary's College. As of this writing, approximately 30 draft articulation agreements are pending review by my office. We anticipate another 50 or so draft agreements will be submitted by the end of January. Once reviewed, all articulation agreements will be shared with the impacted community colleges, formalized through signature, and disseminated as pathways for student success.

**TENURE AND PROMOTION VALUES STATEMENTS**

Over this academic year, each department is working to develop written value statements on the criteria and expectations for milestone faculty evaluations (e.g., reappointment, tenure, promotion, post-tenure review). Written value statements provide clarity and formality in personnel review leading to a more transparent and effective process. The improved clarity typically leads to increased pre-tenure faculty retention and the formality allows for a more equitable treatment of all faculty. As of this writing, all departments have articulated their value system for faculty service and are working toward a February 15<sup>th</sup> deadline on their value system for faculty scholarship. After scholarship is completed, all departments will move toward a May deadline for articulation of their teaching value system.

**CENTER FOR INCLUSIVE TEACHING AND LEARNING**

The College has hired a full-time inaugural director for the Center for Inclusive Teaching and Learning (CITL) as per the strategic plan. The director, who will formally start on February 6<sup>th</sup>, will immediately begin detailed planning and implementation of the CITL physical space in the Hilda C. Landers Library. Inaugural programming in the CITL is scheduled to begin in Fall 2019.

**Academic Affairs Committee - Faculty Senate President Report for the Board of Trustees**  
**St. Mary's College of Maryland**

*Karen Crawford, Ph.D. Professor of Biology and Faculty Senate President*

January 21, 2019

- I. New Core Curriculum and the Core Design Workgroup (CDW):** The faculty has worked throughout the fall and winter break in collaboration with the CDW to develop our new core curriculum. Conversations from our last meeting in December were extremely productive and focused exclusively on this continuing effort. A revised proposal from the CDW is forthcoming to the faculty for review in advance of our first faculty meeting on January 29, 2019. At this meeting we will review, discuss and vote on the various elements within this proposal. Updates from the CDW and faculty senate president will be shared with the BOT in early February.
- II. Revisiting the size of the Faculty Senate:** The Faculty Senate and Academic Planning Committee have made significant progress in a proposal designed to reorganize and streamline the size of the Faculty Senate. This proposal will be brought to the faculty for review well in advance of our meeting on February 26<sup>th</sup>. Our goal is to complete this effort along with Bylaw language in time for BOT review in May.

**III. Faculty Issues Committee Charge: Faculty Workload**

**Discussion:** Faculty workload. **Motion: Charge the FIC (Fall 2018)** to look at the changes in faculty workload created by increasing demands on faculty time. The FIC could then use this information to make recommendations for a response to this increased work load, including increased compensation, the generation of credits towards course releases, and consideration of these additional demands in tenure, promotion, and five-year evaluation considerations. Working with the Provost Office and Program Chairs a Google Doc spreadsheet has been prepared and distributed to Chairs and through them the faculty to begin this study. We anticipate hearing from the FIC in the spring.

**IV. Academic Policy Committee Charge: Latin Honors**

**Discussion:** Examining the required number of SMCM credits to receive Latin Honors? **Motion: Charge for APoC (Fall 2018):** To explore the history and rationale behind our current Latin Honors policy, and in consideration of the increasing number of transfer students attending SMCM, if within our purview, recommend modifications to our policy. We anticipate hearing from the APoC in the spring.

- V. Departmental Expectations for Service and Scholarship:** Tied to Faculty workload, departments are crafting lists of the many and varied service activities within their programs with the end goal of crafting departmental/program expectations for service commensurate with faculty milestones. Similar expectations for scholarship, already established by some programs, are also being crafted by remaining departments.

- VI. Assessment Implementation Team (AIT):** Senate leadership is currently working with the membership of the AIT to transition that committee from AdHoc status to a standing committee within our Bylaws. Our goal is to complete this effort in time for BOT review in May.

- VII. Additional By-law revisions and reorganizing materials within our Bylaws more appropriate to the Faculty Handbook:** *As time allows*, there are several final elements that may need attention within our By-laws, including: **1)** standardizing department/program language; **2)** clarifying evaluation procedures for the Provost; **3)** defining evaluation procedures for Library Faculty; **4)** clarifying the evaluation procedures for individuals occupying positions across multiple programs; and **5)** in collaboration with the Provost, reorganizing elements within our Bylaws that are better placed within a Faculty Handbook.

**DeSousa Brent Scholars Program**  
**Report to Academic Affairs Committee, Board of Trustees**  
**February 1, 2019**

**Performance Measures**

Mandatory performance measures focus on year-to-year retention and on graduation rate for the cohort that entered in 2015. This cohort must meet the following goals:

- (1) 88% of the cohort must be retained from the first-to-second-year.
- (2) 79% of the cohort must be retained from the first-to third year.
- (3) 70% of the cohort must graduate in four years.

Current performance measures are displayed in the following retention/graduation table.

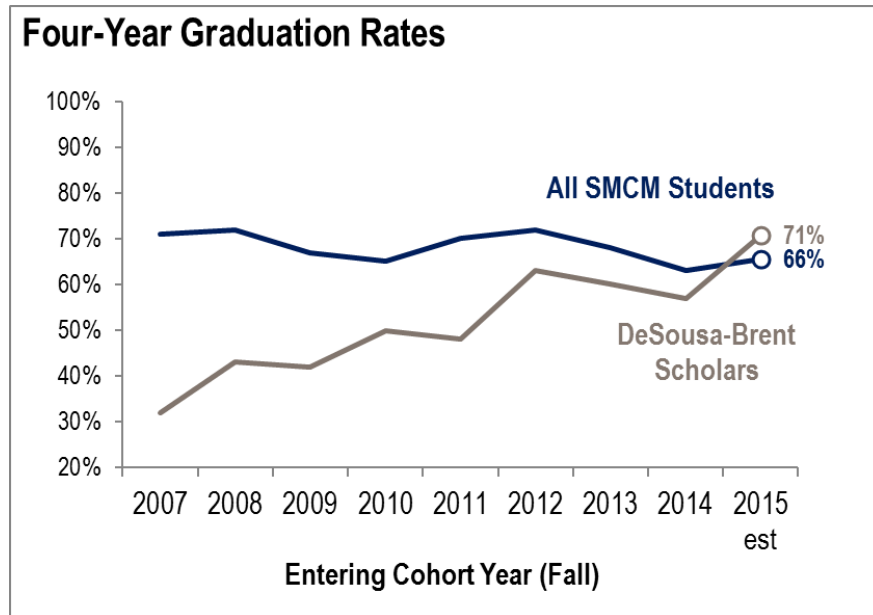
DeSousa-Brent Scholars Program Retention and Graduation													
Last updated: 9-25-2018													
Cohort year	Cohort Size	First to Second Semester Retention Rate		First to Second Year Retention Rate		First to Third Year Retention Rate		First to Fourth Year Retention Rate		Four-Year Graduation Rate		Six-Year Graduation Rate	
		N	%	N	%	N	%	N	%	N	%	N	%
2007	25	23	92.0	20	80.0	17	68.0	16	64.0	8	32.0	14	56.0
2008	30	29	96.7	28	93.3	26	86.7	25	83.3	13	43.3	23	76.7
2009	24	24	100.0	23	95.8	20	83.3	20	83.3	10	41.7	20	83.3
2010	30	30	100.0	27	90.0	22	73.3	22	73.3	15	50.0	20	66.7
2011	31	30	96.8	24	77.4	19	61.3	18	58.1	15	48.4	15	48.4
2012	27	25	92.6	23	85.2	19	70.4	19	70.4	17	63.0	19	70.4
2013	45	44	97.8	36	80.0	33	73.3	33	73.3	27	60.0		
2014	42	40	95.2	39	92.9	32	76.2	32	76.2	24	57.1		
2015	41	40	97.6	36	87.8	33	80.5	33	80.5				
2016	35	35	100.0	32	91.4	27	77.1						
2017	39	35	89.7	29	74.4								
Total	369	355		317		248		218		129		111	
Weighted Mean			96.2%		85.9%		75.2%		73.9%		60.8%		79.3%
Targets for 2015 cohort				36	88%	33	79%			29	70%		
Source: EIS, DIS													
Note: All italicized numbers are preliminary													

The size for the 2015 cohort is now at thirty-three. During closed session (to protect individual student identities), the Academic Affairs Committee will receive a detailed update on each student’s progress toward graduation. As such, this report focuses on a global assessment of the success of the DeSousa Brent Scholars Program in supporting the 2015 cohort of DeSousa Brent Scholars.

As the Board will recall, the DeSousa Brent Scholars Program was created to promote the availability of a rigorous liberal arts education to underrepresented students in higher education. The 2015 cohort enrolled a total of 41 students from historically underserved populations. As of today, 40 of the 41 students have either graduated or are still enrolled and progressing toward a postsecondary degree.

That represents a 97.5% success and progress rate. To put that in context, nationally, across all students (not only underrepresented students), the same rate is 75.5%<sup>1</sup>.

Equally as impressive, Figure 1 illustrates the equity gap between the four-year graduation rates of all St. Mary's College students and those of the DeSousa Brent Scholars (2015 cohort rate assumes graduation of all 29 students anticipated to graduate by the end of this year).



**Figure 1: Four-Year Graduation Rate Equity Gap**

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*For the 2015 cohort, the DeSousa Brent Program at St. Mary's College of Maryland has closed the four-year graduation gap for participating underrepresented students.*

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Granted, the minor reduction in the overall four-year graduation rate has contributed to the closing of the gap. Nonetheless, St. Mary's overall graduation rate remains higher than the combined rates for our peer institutions, Maryland private institutions, Maryland public institutions, and COPLAC institutions. This makes the elimination of the graduation gap even more impressive.

In November of 2018, the Chronicle of Higher Education<sup>2</sup> identified St. Mary's College of Maryland as having one of the nation's highest growth rates in underrepresented minority enrollment.

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<sup>1</sup> *Yearly Success & Progress Rates – 2018, National Student Clearinghouse Research Center.*

<sup>2</sup> <https://www.chronicle.com/article/Which-Colleges-Had-the/245057>

## Public bachelor's: arts and sciences institutions

Rank ↑↓	Institution	Fall 2016	Underrepresented	Underrepresented	Percentage-point
		↑↓ enrollment	↑↓ minorities, fall 2016	↑↓ minorities, fall 2010	↑↓ difference, 2010 to 2016
1.	Fort Lewis College	3,600	39.1%	29.2%	9.9
2.	Pennsylvania State U.-Berks	2,888	23.1%	14.5%	8.6
3.	Charter Oak State College	1,583	34.5%	27.3%	7.2
4.	St. Mary's College of Maryland	1,629	18.3%	11.5%	6.8
5.	State U. of New York College at Purchase	4,156	32.4%	25.7%	6.7
	<b>Over all for 23 institutions</b>	<b>49,511</b>	<b>21.6%</b>	<b>18.1%</b>	<b>3.5</b>

**Figure 2: National Ranked List of Underrepresented Minority Enrollment Growth**

The success of the DeSousa Brent Scholars Program has undoubtedly played a key role in establishing St. Mary's College of Maryland as a destination college for underrepresented students.



**BOARD OF TRUSTEES  
ACADEMIC AFFAIRS COMMITTEE  
OPEN SESSION**

**MINUTES**

**Date of Meeting:** October 26, 2018

**Status of Minutes:** December 6, 2018

**Committee Members Present:** Chair Peter Bruns, Susan Dyer, Board Chair Sven Holmes, President Tuajuanda Jordan, Ann McDaniel

**Committee Members Absent:** John Bullock, Glen Ives, Larry Leak '76

**Staff Member:** Michael Wick

**Others Present:** Donny Bryan '76, Cindy Broyles '79, Gail Harmon, Joan Pickett, F. J. Talley, Danielle Troyan '92, Allan Wagaman '06

**Executive Summary:**

Meeting was called to order at 10:20 a.m.

**Discussion Item:**

Faculty Senate President, Karen Crawford discussed two elements contained in her written report to the Committee.

- The Academic Planning Committee (APC) has made progress on a proposal to restructure the size of the Faculty Senate with the goal of creating a more functional structure. The proposal reduces the number of senators from twenty to eight, freeing up faculty to serve the College in other capacities. The modified proposal should be available to share with the Faculty in January, then sent to the Academic Affairs Committee for approval in the spring.
- Dr. Crawford reported that the Core Design Workgroup (CDW) met with the Faculty on October 23<sup>rd</sup> and received support in concept for each of the four Core Curriculum elements. The CDW should have a refined implementation plan by late November or early December for review by the Senate, and final review by the Faculty in January. Faculty are enthusiastic and excited about the changes to the curriculum but have concerns regarding resources needed and implementation. The impact on the current course offerings within the majors, minors, and cross disciplinary study areas is unknown at this point. Securing outside grant support and increasing College resources may be necessary to implement these new initiatives. The Committee asked if the proposed curriculum would affect the workload for current and transfer students. Provost Wick is working in conjunction with others on student schedules and faculty workloads.

Provost Wick presented a number of items of interest.

- He gave an update on Year 2 of the College's three-year student learning assessment cycle. The expectation is for 80% of our students to meet the learning outcomes. This target was met in the outcomes for Cultural Perspectives (Knowledge), Humanistic Foundations (Knowledge), and Civic & Global Engagement (Value). Core 101 students met the outcome for Critical Thinking (Skills). Targets were not met in Lifelong Learning (Value), Critical Thinking for Core 301 students, and students completing the SMP. All academic departments participated in

# ST MARY'S

## COLLEGE of MARYLAND

*The Public Honors College*

assessments during 2017-18 either collecting and analyzing data or making adjustments to their assessment plans. Chair Bruns noted that assessment and learning outcomes are getting national attention and we are showing great progress compared to other institutions. President Jordan urged the Provost to write up and publish our assessment plan.

- Provost Wick discussed the LEAD Curriculum which intertwines four components to produce a distinctive and relevant curriculum for our students. Analysis of the resource implications of the LEAD Curriculum is unfolding. Discussions with department chairs revealed that some areas do have the capacity to deliver the Core experience, but a sustainable model will require more or realigned resources.
- The Committee was updated on our new academic programs. The Business Minor has 8 students enrolled. If this pattern continues, this could be the 6<sup>th</sup> largest minor at St. Mary's College. The Astrophysics Minor does not have any enrollment yet, but offers a recruitment strategy for students interested in astronomy. Women, Gender & Sexuality Studies Major is awaiting tenure-track line allocations. Work continues on developing articulation agreements with community colleges. Five institutions are the focus this year: College of Southern Maryland, Montgomery College, Anne Arundel Community College, Howard Community College, and Community College of Baltimore County. The Provost charged each department/program with developing five program specific articulations by January 2019. Currently, fifteen proposals have been submitted.
- Our first online course was offered this past summer: Introduction to Anthropology (ANTH 101) by Professor Bill Roberts. A consultant was hired to assist in developing the online course. Professor Roberts is sharing his positive experience with other faculty. This fall, the Provost met with ten faculty who expressed interest in teaching online summer courses. To move forward, professional development is needed. Courses would be available for our students as well as the general public. We would likely hire a company to host our online courses.
- An update on the first-to-second year retention rate shows a decline from 90% in 2012 to 82% in 2017. The reported causes include academic choice, academic difficulty, medical and family. The retention analysis will be shared with the department chairs. Provost Wick shared the work of the Retention Committee in identifying student milestones that are predictive of increased student retention and progression. The identified milestones are being shared with faculty advisors.

### **Action Item:**

III.A. Recommendation to Approve the Endorsement of the 2018 Performance Accountability Report.

### **Committee Action Taken/Action in Progress:**

The proposed action item was approved by the Academic Affairs Committee at its meeting on October 26, 2018.

### **Recommendation to the Board:**

The Academic Affairs Committee recommended approval of this action item by the Board of Trustees at its meeting on October 27, 2018.

Meeting adjourned at 11:20 a.m.