

ST MARY'S
COLLEGE of MARYLAND

The National Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

Open Session
October 18, 2019
Blackistone Room, Anne Arundel Hall



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: October 18, 2019

Date of Next Meeting: January 31, 2020

Committee Chair: Peter Bruns

Committee Members: John Bell '75, Board Chair Lex Birney, Gail Harmon, President Tuajuanda Jordan, Larry Leak '76, William Seale

Staff Member: Michael Wick

Faculty Members: Jeff Byrd, Lindsay Jamieson

Dashboard Metrics: N/A

Executive Summary:

Discussion Items

Faculty Senate Report

Dean of Faculty Report

Information Items

SMCM Student Learning Report

Minutes of May 10, 2019

Action Item(s) related to specific strategic plan goals as appropriate:

III.A. Recommendation to Approve Revisions to Faculty By-Laws

III.B. Recommendation to Approve SMCM Policy on Student Concerns About Athletic Programs and Activities

III.C. Endorsement of 2019 Performance Accountability Report



**ACADEMIC AFFAIRS COMMITTEE
MEETING OF OCTOBER 18, 2019**

**OPEN SESSION
AGENDA**

- I. CALL TO ORDER**

- II. DISCUSSION ITEMS**
 - A. Faculty Senate Report Page 1
 - B. Dean of Faculty Report Page 3

- III. ACTION ITEM**
 - A. Recommendation to Approve Revisions to Faculty By-Laws Page 5
 - B. Recommendation to Approve SMCM Policy on Student Concerns
About Athletic Programs and Activities Page 53
 - C. Endorsement of 2019 Performance Accountability Report Page 55

- IV. INFORMATION ITEM**
 - A. Student Learning Report for AY2018-19 Page 69
 - B. Meeting Minutes of May 10, 2019 Page 78

The committee expects to close a portion of this meeting.

Academic Affairs Committee of the SMCM Board of Trustees
Faculty Senate President Report (10-4-19)
Jeff Byrd – Faculty Senate President

- 1) **By-Laws changes** – The faculty anxiously await Board approval of the faculty by-laws changes forwarded to the Provost in April 2019. These changes are mainly centered around the structure of the Faculty Senate. We have gone from a departmentally based (departmentally elected) system to a divisional/at-large selection system, elected by the whole faculty. There are now 8 senators on the Senate (President, Vice-President, 1 senator from each division, and 3 at-large senators). Being elected by the faculty means the senators are responsible to the whole faculty instead of their department, as previously constituted. The Senate is also leaner so each senator is even more responsible for being up on the issues in front of the senate and ready to discuss each issue.

The faculty elected the Senate in April 2019 using the new system. Overseeing this revised senate has been a sheer pleasure. I was elected to serve a one-year term as president to help with the transition. I was senate president 20 years ago and lead a senate that was similar to the revised senate under the new by-laws. Therefore, I fully understand the position as Faculty Senate President and how this revised system can work more efficiently and effectively here at SMCM. I was also a Commissioner for the Middle States Commission on Higher Education for 5 years. That experience has provided me with a different perspective on how faculty, administration, and boards can work together more effectively.

- 2) **New Program Proposals** – The President, at the direction of Task Force 2, challenged the faculty with proposing new curricular programs on Sept 5th. The Senate held 2 incubator sessions to allow faculty from across campus to discuss the proposals. There were many interesting discussions and many of those discussions demonstrated how the faculty were working together in a cross-disciplinary manner. The Senate also cancelled a faculty meeting scheduled for Oct 1st so the faculty working on proposals could use that time to finalize their proposals. Proposals were due on Friday Oct 4th and roughly 20 new program proposals were submitted. The Academic Planning Committee of the Senate will vet the strengths and weakness of the proposals with regards to the guidelines and will provide that information to the Provost and the Faculty Senate. The APC report will be forwarded to Task Force 2.
- 3) **Tobacco policy** – A revised tobacco policy was presented to the Faculty Senate for discussion in September. The faculty had provided comments on the first draft in early spring 2019 but a revised draft, incorporating any changes, was not presented to the college community until September. The Faculty Senate took up the discussion at our Oct 3rd meeting with Dean Brown in attendance. We provided many comments and questions regarding why the proposed policy does not follow the policies at the other State of Maryland institutions, especially in cessation programming, use in research,

enforcement policies, etc. Dean Brown said he would look into our comments and then provide a revised policy.

- 4) **CORE 101/102** – An ad-hoc committee was constituted by the Provost over the summer to examine the structure of CORE 101/102 based on the resources available. The Faculty in January 2019 suspended that part of the implementation of the LEAD curriculum (though we continue to teach CORE 101 as it is in our current curriculum) pending study. The ad-hoc committee finished their work by the end of the summer and the Senate reviewed the report. We have decided to send it to the faculty for discussion at our Faculty meeting on 10/29/19. Hopefully we can determine a direction for the path forward, given the resource analysis by the ad-hoc committee. With the Task Force 2 charges to the faculty to propose new programing (this fall) and program prioritization (this spring) and the Task Force 1 SRI initiative, the faculty need to decide if CORE 101/102 can go forward. That decision will help enlighten both the programing and resources discussions this year.

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS**

PROVOST REPORT

LEAD CORE CURRICULUM IMPLEMENTATION

Implementation of the LEAD Core Curriculum is moving forward. A steering committee, *LEAD Implementation Team (LIT)*, is overseeing the implementation. LIT includes representatives from my office, the Registrar's Office, the various ad hoc committees involved in developing the LEAD Core Curriculum, and the Integrated Inquiry Coordinator. LIT is charged as follows:

Shepherd an inclusive and transparent process to realize and codify the LEAD Core Curriculum as approved by the Faculty and engage directly appropriate shared governance review/approval bodies all working towards a Fall 2020 rollout of the new core curriculum requirements.

As of this writing, the following table provides information on the LEAD Core Curriculum courses that have been developed and offered.

Role	Umbrella Title	Course	Course Title	Sect.	Enrollment				
					Fall'18	Spr'19	Fall '19	Spr'20	TOTAL
Writing	First Year Seminar	CORE 101	<i>Various</i>	12			219		219
Writing	Transfer Seminar	CORE 301	Colonial Histories: Postcolonial	1			14		14
Analytical	First Year Seminar	CORE 102	<i>Various</i>	3			43		43
Professionalism	Skills Seminar	CORE 103	Career and Network Navigation	15	79		101		180
		CORE 104	Career Exploration II	14		33		101	134
		CORE 201	Leadership and Teamwork	3		14			14
Integrated Inquiry	Justice	HIST 113	Runaways, Rebels, and Revolutionaries	1	21				21
		ENST 285	Race and Place	1	18				18
		ENGL 235	Representations of American Slavery	1		5			5
		ARTH 255	Race and Culture in the American Museum	1		18			18
Integrated Inquiry	Justice	POSC 100	Introduction to Politics	2			12		12
		ARTH 250	The Art of Political Protest <i>or</i>	1			12		12
		PHIL 120	Introduction to Ethics	1					
		ENGL 201	Environmental Storytelling <i>or</i>	1				12	12
		ENST 285	Bioethics	1					
Integrated Inquiry	Climate	COSC 120	Introduction to Computer Science	1				12	12
		ENST 100	Introduction to Environmental Studies	2			11		11
		COSC 120	Introduction to Computer Science	1			11		11
		BIOL 101	People, Plants, and Food <i>or</i>	1				11	11
		CHEM 106	General Chemistry II	1					
		ENGL 201	Environmental Storytelling <i>or</i>	1				11	11
Integrated Inquiry	Inventing the West	PHIL 321	Environmental Ethics	1					
		HIST 104	Historical Foundations of the Modern World to 1450 <i>or</i>	1					
		HIST 108	History of the Modern World <i>or</i>	1			16		16
		HIST 253	Latin American Civilizations	1					
		ENGL 284	Literature in History <i>or</i>	2			16		16
		ASTR 155	Stellar Astronomy and Cosmology	1					
		HIST 272	Ancient Mediterranean <i>or</i>	1				16	16
		ENGL 285	Literature in History II	1					
ASTR 154	Solar System Astronomy <i>or</i>	1				16	16		
ANTH 101	Introduction to Anthropology	1							
GRAND TOTALS -->				76	118	70	455	179	822

In addition, ANTH, ART, CHEM, ENST, PHYS, and TFMS have developed major-specific professionalism courses.

17 **PROGRAM-TO-PROGRAM ARTICULATION AGREEMENTS**

18 The College continues to work with Maryland community colleges to establish program-to-program
19 articulation agreements. While progress has been slower than planned, several agreements have been
20 finalized and several more are in the final stages of editing. This work will continue throughout the 2019-
21 2020 academic year.

22 As of this writing, the following table provides the status of the various articulation agreements.

SMCM Department/Program	College of Southern Maryland	Anne Arundel Community College	Howard Community College	Montgomery College	Community College of Baltimore County	Baltimore Community College	Prince George's Community College	Carroll Community College	Frederick Community College	Hagerstown Community College	Harford Community College	Wor-Wic Community College
Anthropology		In-Prep	In-Prep				In-Prep					
Art	Sent	Sent	Sent	Sent	Sent							
Art History		Sent										
Biology	Signed	Sent	Sent	Sent	Sent							
Biochemistry	Signed	Sent	Sent	Sent	Sent		Signed					
Chemistry	Signed	Sent	Sent	Sent	Sent		Signed					
Economics												
Educational Studies	Sent	Sent	Sent	Sent	Sent		Sent	Sent	Sent	Sent	Sent	Signed
English	Signed	Sent	Sent	Sent	Sent							
Environment Studies	In-Prep	In-Prep	In-Prep	In-Prep		In-Prep						
History	In-Prep		In-Prep	In-Prep								
Intl Languages and Cultures												
Computer Science	Signed	In-Prep		In-Prep	In-Prep		In-Prep					
Music	Sent	Sent	Sent	Sent	Sent							
Philosophy And Religious Studies	In-Prep	In-Prep	In-Prep	In-Prep	In-Prep							
Physics - Applied	Signed	Sent	Sent	Sent			Signed					
Physics - Foundational	Signed	Sent	Sent	Sent			Signed					
Political Science	Sent	Sent	Sent	Sent	Sent							
Psychology	Sent	Sent		Sent	Sent		Sent					
Sociology	Sent	Sent	Sent	Sent	Sent							
Theater, Film, and Media Studies	Signed											

23

24 **NEW ACADEMIC BUILDING AND AUDITORIUM OPERATIONAL PLANNING**

25 As the Board is aware, the College will soon be constructing a new academic building and performance
26 auditorium. In fact, the plan calls for two separate buildings, one for Educational Studies and one for
27 Music and the auditorium. These buildings provide a wonderful opportunity to rejuvenate the campus
28 and meet long-standing needs of not only the departments directly impacted but also other departments,
29 particularly in the natural sciences, who will gain the vacated spaces for much needed research space.
30 That said, the addition of these two buildings to the campus also brings increased operating expenses.
31 Working with Vice President for Business & Finance Paul Pusecker, my office is engaged with
32 Educational Studies and Music to define those operating expenses so the College can better plan for
33 future fiscal year budgets.



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**ACTION ITEM III.A.
RECOMMENDATION TO APPROVE
REVISIONS TO FACULTY BY-LAWS**

RECOMMENDED ACTION:

The Academic Affairs Committee recommends that the Board of Trustees approve the revisions to the St. Mary's College of Maryland Faculty By-laws

RATIONALE:

The proposed changes will restructure and downsize the Faculty Senate, establish Divisions, and change selection of Faculty Senate Committee membership from senate appointments to elections by Divisions and faculty at-large. The faculty voted to approve these changes at the April 2nd and April 23rd faculty meetings.

St. Mary's College of Maryland Faculty By-Laws

2019

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J.	Policy and Procedures on Appointment, Promotion, and Tenure of Library Faculty	34
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1 I. Introduction

2 A. Purpose of the Faculty By-Laws

3 These Faculty By-Laws set forth the policies of faculty governance as established by the vote of
4 the faculty and approved by the Board of Trustees. These policies include policies and
5 procedures for faculty appointment, evaluation and tenure; for organizing the administration of
6 the faculty and the curriculum; for organizing the Faculty Senate, faculty committees and
7 meetings. The Faculty By-Laws are accompanied by the Faculty Handbook, which provides
8 interpretive details relevant to faculty governance but do not rise to the level of Faculty By-
9 Laws. Provisions in the Handbook are established by vote of the faculty and approved by the
10 Dean of the Faculty. More general College policies and procedures are detailed in the
11 Employee Handbook, which is maintained by the Office of Human Resources.

12
13 Persons appointed to tenured and tenure-track teaching positions and tenured and tenure-track
14 librarians are collectively referred to as tenured and tenure-track faculty in these by-laws.
15 Although the evaluation processes are described separately for teaching faculty and librarians,
16 tenured and tenure-track teaching positions and tenured and tenure-track librarian positions
17 have the same rights and responsibilities. Persons appointed to other teaching positions, such as
18 part-time positions, summer school positions, teaching assistantships, and visiting and term
19 appointments, shall be deemed to be temporary faculty members. The temporary faculty
20 member's contract shall formalize the appointment of all temporary faculty members, and such
21 appointments shall be subject to the approval of the President and the Board of Trustees. The
22 appointment of the temporary faculty member shall automatically terminate at the end of the
23 period stated in the temporary faculty member's contract. No provision of these Faculty By-
24 Laws hereafter following shall apply to temporary faculty members except as expressly
25 provided.

26
27 B. College Governance

28 The College is governed pursuant to and in accordance with the statutes of the State of
29 Maryland, the College Bylaws promulgated by the Board of Trustees and these Faculty Bylaws
30 approved by the Board of Trustees. The statutes of the State of Maryland prevail over any
31 College Bylaw or Faculty Bylaw in the event of any inconsistency. In turn, the College Bylaws
32 prevail over any Faculty Bylaw in the event of any inconsistency. Pursuant to its statutory
33 authority for the care, management and control of the College, the Board of Trustees may
34 amend the College Bylaws and the Faculty Bylaws in the event the Board determines it is
35 necessary and proper to do so under the law.

36 C. Academic Freedom

37 Institutions of higher education, including St. Mary's College of Maryland, exist for the common
38 good. The common good depends on the free search for truth and its free expression. Academic
39 freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues
40 of scholarship, research, and creative expression, and to speak or write without institutional
41 discipline or restraint on matters of public concern as well as on matters related to professional
42 duties and the functioning of the College.

43
44 Academic responsibility implies the faithful performance of professional duties and obligations,
45 the recognition of the demands of the academic enterprise, and the candor to make it clear that

46 when one is speaking on matters of public interest, one is not speaking for the institution. All
47 faculty members must maintain their professional competence and their ability to display it in
48 their lectures, performances, publications and exhibitions.
49

50 D. Amendments to These By-Laws

51 1. Proposal of Amendments

52 Amendments to these by-laws by the faculty may be proposed by either one of the
53 following:

- 54 a. Two-thirds of the Faculty Senate
 - 55 b. The presentation of a petition signed by at least thirty percent of the faculty
- 56

57 2. Adoption of Amendments

- 58 a. Each amendment must be presented to the faculty one week in advance for
59 consideration at a duly convened faculty meeting. If the proposed amendment is
60 approved by a simple majority of that meeting, then it shall appear on the agenda of a
61 faculty meeting not less than two weeks later. On the second consideration of the
62 amendment, approval of the proposed amendment requires an affirmative vote by a
63 majority of the faculty who count toward a quorum.
- 64 b. In the event that approval of the proposed amendment by a majority of the faculty who
65 count toward a quorum is not obtained at the second meeting, a mail ballot may be
66 authorized at the second meeting by a majority of those present who count towards a
67 quorum. If a mail ballot occurs, an affirmative vote by sixty percent of the faculty who
68 count toward a quorum will be required to pass the amendment.
69

70 3. Approval of the Board of Trustees

- 71 a. Amendments to these by-laws that have been approved by the faculty shall be
72 forwarded to the Dean of Faculty, who will make a recommendation to the
73 President.
- 74 b. The President will, in turn, make a recommendation to the Board of Trustees for
75 its consideration and the by-laws shall become effective if board approval is
76 given.
77

78 II. Academic Organization

79 A. The Provost and Dean of Faculty

- 80 1. The Provost and Dean of Faculty is the chief academic officer of the College, and provides
81 leadership in all areas related to the academic life of the College.
- 82 2. The Dean of the Faculty is selected upon final recommendation of the President to the
83 Board.
- 84 3. Appointment of the Dean of Faculty
85 When a vacancy occurs in the Office of the Dean of Faculty, the president of the College
86 shall so announce to the College community and consult with the Faculty Senate and follow
87 the procedure for the selection of a new dean of faculty as outlined below:
88 a. Initial Meeting
89 Upon becoming aware of a vacancy or potential vacancy in the position of the dean of
90 faculty, the president shall meet with the Faculty Senate. After consultation with the
91 Faculty Senate the president shall determine whether an Interim dean of faculty should
92 be appointed or if a search should ensue.
93 b. Search Committee

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- 1) Selection and Make-up of the Committee
The Search Committee shall consist of the president, two members of the College community selected by the president and four faculty members selected by the faculty. Once notified of an impending search, the Faculty Senate shall convene a special faculty meeting at which four members of the seven-member committee shall be selected by the faculty, with no two members elected from the same department.
 - 2) Duties of the Search Committee
The Search Committee shall solicit and review applications and interview candidates. The Search Committee shall then recommend acceptable candidates to the president. The president shall recommend one of the proposed candidates to the Board of Trustees or direct the Search Committee to re-open the search and submit further candidates.
 4. Evaluation of the Dean of Faculty
The president shall conduct an annual evaluation of the dean of faculty. Prior to conducting the evaluation of the dean of faculty, the president shall meet with the Faculty Senate. At that meeting the Faculty Senate shall provide the president, either orally or in writing, with an evaluation of the dean of faculty. All discussions and written material presented at that meeting shall remain confidential.
 5. Removal of the Dean of Faculty
At any time, the president or three-fourths of the full-time faculty members may express their lack of confidence in the dean of faculty to the Board of Trustees. If the board concurs, the dean of faculty shall relinquish office and be allowed to serve on the faculty for at least three years.
- B. Academic Programs
1. Unless otherwise stated, the term “academic program” or “program” in these By-Laws shall refer to both departments and cross-disciplinary programs.
 2. Authorities and Responsibilities of Academic Programs
 - a. For purposes of instruction, program, budget, and evaluation, the faculty is organized into academic programs consisting of discipline-based departments and cross-disciplinary programs.
 - b. The academic program is responsible for the development, execution, review, and assessment of its curriculum and policies.
 - c. Each academic department is administered by a department chair who leads the department faculty.
 - 1) The department faculty consist of all persons occupying full-time teaching positions (including visiting and term positions) and persons occupying lecturer positions assigned to the department.
 - 2) The department faculty may invite members of the professional staff and part-time faculty who contribute to department programs to participate in decisions on curriculum and policy matters.
 - d. Each cross-disciplinary program is administered by a program coordinator who leads a steering committee of faculty members.
 - 1) The Steering Committee for a cross-disciplinary program may consist of all faculty members who are affiliated with that program, or may be an elected subgroup of affiliated faculty.

140 2) The program faculty may invite members of the professional staff and part-time
141 faculty who contribute to the program to participate in decisions on curriculum
142 and policy matters.

143 e. Academic programs are organized into divisions for the purpose of electing
144 division senators and division representatives on committees.

145 C. Department Chairs and Program Coordinators

146 1. The Responsibilities of the Department Chair and Program Coordinators

147 a. Department chairs and program coordinators provide leadership for their programs,
148 coordinate and evaluate the work of the faculty and staff in their programs, and
149 represent their programs' interests in the College and beyond.

150 2. Appointment procedures for Department Chairs and Program Coordinators

151 a. The department chair or program coordinator must be a full-time faculty member and
152 should be a tenured member of the program at the time of appointment to the position.

153 b. When a department chair or coordinator vacancy is anticipated, program faculty shall
154 meet to discuss their needs and elect a candidate whose name will be forwarded to the
155 Dean of Faculty for consideration.

156 c. The dean shall either make the appointment or meet with the department to resolve
157 differences.

158 d. In case a chair or coordinator becomes unable, unwilling, or is found to be unfit to serve
159 a full term of appointment, the Dean of Faculty will initiate the selection of a new chair
160 or coordinator.

161 e. The typical term for a chair or coordinator is three years, which may be renewed
162 following the procedure outlined above. Chairs and coordinators remain on a ten-month
163 faculty contract and may receive additional remuneration for the service as department
164 chair and/or course equivalency as necessary depending on the size and /or complexity
165 of the program.

166 D. Faculty

167 1. The faculty of St. Mary's College of Maryland shall consist of:

168 a. all persons occupying tenured and tenure-track positions;

169 b. all persons occupying lecturer, visiting, term, or adjunct positions;

170 c. the Dean of Faculty;

171 d. the President;

172 e. the deans and associate deans who are appointed from the faculty.

173 2. Academic Decision-Making

174 a. To exercise its responsibility, the faculty formulates recommendations through the
175 academic decision-making procedures specified in these by-laws.

176 b. When a faculty recommendation has been finalized, it is transmitted to the Dean of
177 Faculty for action. The Dean of Faculty will either act upon the recommendation or
178 recommend a different course of action to the President.

179 c. The President, in turn, may either act upon the Dean of Faculty's recommendation or
180 recommend a different course of action to the Board of Trustees.

181 d. Actions or recommendations of the Dean of Faculty that are adverse to the faculty's
182 recommendation may be appealed by the Faculty Senate to the President; actions or
183 recommendations of the President that are adverse to the faculty's recommendation
184 may be appealed to the Board of Trustees.

185 3. Responsibility of the Faculty

- 186 a. The faculty has primary responsibility for recommendations on the academic affairs of
187 the College through the delegated functions of formulating policy proposals and
188 recommending courses of action to the Dean of Faculty who will recommend a course of
189 action to the President of St. Mary's College of Maryland. This responsibility shall
190 include, but not be limited to:
- 191 1) The academic objectives of the College;
 - 192 2) The curriculum, including the subject matter and methods of instruction;
 - 193 3) The standards and policies governing admission to the College, graduation from the
194 College, and continuing matriculation at the College;
 - 195 4) The recruitment, evaluation, and development of the faculty;
 - 196 5) The long-range academic development of the College;
 - 197 6) The allocation of educational resources; and
 - 198 7) Those aspects of student life that are related to the educational process.
- 199 b. On matters that are the primary responsibility of the faculty, including those
200 enumerated above, the Dean of Faculty is given deference. The power of review or final
201 decision, however, is lodged in the Board of Trustees or delegated by it to the President
202 in all circumstances. Reasons for any decisions of the President and/or the Board that
203 are adverse to faculty recommendations shall be communicated to the faculty.
- 204 4. Faculty Appointment Procedures
- 205 a. General
- 206 1) Most faculty positions are awarded to an academic department, but positions can
207 also be awarded to a cross-disciplinary program or awarded jointly. For positions in
208 which a faculty member is appointed jointly to two or more academic programs
209 (departments and/or cross-disciplinary programs), hiring procedures shall adhere to
210 those specified for positions within a single program unless otherwise specified in
211 these By-Laws.
 - 212 2) The Dean of Faculty will call for faculty line requests periodically, usually on an
213 annual basis. The Academic Planning Committee will recommend allocation of
214 faculty line positions to the Faculty Senate, which will make its recommendation to
215 the Dean of Faculty.
 - 216 3) Each full-time faculty member at St. Mary's College of Maryland will serve in one of
217 the four ranks: professor, associate professor, assistant professor, instructor. Each
218 lecturer will serve in one of three ranks: [no prefix] lecturer, senior lecturer, master
219 lecturer. It is expected that most faculty members will be either on tenured or on
220 tenure-track appointments with contracts appropriate to their rank.
 - 221 4) Appointment of full-time faculty members shall be made by the Board of Trustees
222 upon the recommendation of the President.
 - 223 5) Special appointments of faculty members may be made between Board meetings by
224 mail ballot or by specific authorization to the President to fill a particular vacancy.
 - 225 6) As outlined above, this policy does not apply to appointment of non-tenure track
226 positions.
- 227 b. Search and Hiring Procedures for Full-Time Teaching Faculty
- 228 1) The search committee for a position assigned to a single academic program shall
229 typically be composed of the program chair or coordinator, one or two faculty
230 members selected by the program faculty, and one faculty member from outside
231 the program. The chair of the committee shall normally be the program chair or

- 232 coordinator. For positions designed to be joint appointments, the search
233 committee shall be composed of each program chair or coordinator, one faculty
234 member elected by the faculty within each program, and one faculty member from
235 outside the programs. The chair of the search committee shall normally be one of
236 the program chairs or coordinators, chosen by the Dean of Faculty.
- 237 2) After conducting its search and consulting with program faculty, the search
238 committee will make a recommendation, which the chair will communicate to the
239 Dean of Faculty who, in turn, will make a recommendation to the President. In the
240 event that the Dean of Faculty or the President does not concur with the
241 recommendation of the search committee, the search committee will meet with the
242 Dean of Faculty or the President and then make another recommendation.
 - 243 3) Contracts to the faculty are offered by the President and approved by the Board of
244 Trustees on the basis of recommendations by the department chair and the Dean of
245 Faculty.
 - 246 4) Each appointment of a faculty member is validated by a formal written contract
247 between the appointee and the College.
 - 248 5) The contract will state the rank, salary, length of agreement, and other
249 considerations of appointment. In the case of a joint appointment, the contract will
250 clearly state the expectations for work within each program and the means by
251 which the faculty member will be evaluated. A memorandum of understanding
252 (MOU) may be used to provide details of the appointment. In such cases the MOU
253 shall be agreed to and signed by the appointee, each program chair or coordinator,
254 and the dean of the faculty. The conditions of the MOU must be consistent with the
255 Faculty By-Laws. A copy of the contract is presented to each prospective faculty
256 member prior to acceptance of the offered appointment.
 - 257 6) The contract will be in the possession of both the College and the appointee before
258 the appointment is consummated.
 - 259 7) The signed acceptance of the offered contract constitutes an obligation of the
260 appointee to be bound by all terms of the contract. The signature of the President
261 of the College will signify the institution's commitment to the contract.
 - 262 8) The appointment is made upon the recommendation of the Dean of Faculty to the
263 President and the President to the Board of Trustees.
- 264 c. Appointment Types
- 265 1) Temporary appointments
 - 266 a) The rank of temporary faculty members will be determined using the same
267 criteria for appointing tenured or tenure-track faculty to a rank, with the
268 exception of criteria for service to the College.
 - 269 b) Visiting appointments are typically full-time appointments made to replace
270 faculty on leave or when the College has been unable to fill a tenure-track or a
271 tenured position. Normally, a faculty member will serve in a visiting capacity for
272 one to three years.
 - 273 c) Term appointments are typically one- or three-year full-time appointments that
274 may be renewed for a total stay at the College normally not to exceed six years.
275 Term appointments are made for positions that are not suited for a tenure-track
276 appointment or where it is undesirable to make a tenure-track appointment due
277 to current staffing patterns or expected enrollment or program changes.

278 d) Adjunct faculty typically teach part-time, offering expertise to supplement the
279 available expertise of the program faculty. Adjunct appointments are made as
280 needed, typically one semester at a time.

281 2) Lecturer Appointments

282 The Lecturer title series is reserved for instructional positions with an increased
283 emphasis on teaching. Positions within the Lecturer title series carry modest
284 expectations of scholarly activity directed at academic and professional currency.
285 Modest service to the College beyond basic departmental citizenship is valued but
286 not required for these positions.

287
288 Faculty employed within the Lecturer title series are not eligible for tenure
289 regardless of their length of service to the College. In the event that a faculty
290 member in the Lecturer series applies for and accepts a tenure-track faculty
291 position, time spent in the Lecturer title series shall not be counted toward any
292 portion of a tenure-track probationary period.

293
294 Lecturer appointments must be at least half-time and are 10-month appointments.
295 All appointment policies are expressed in terms of full-time equivalent years of
296 service. Summer teaching assignments (unless in lieu of academic-year teaching
297 assignments) and overload assignments do not count toward full-time equivalent
298 years of service. One academic year of full employment is considered 1.0 full-time
299 equivalent years of service.

300

301 3) Tenure-Track and Tenured Appointments

302 a) Tenure track. A person appointed to a tenure-track position receives
303 probationary employment that may lead to tenure, subject to the procedures,
304 guidelines, and standards described in these by-laws.

305 b) Tenured. Persons who have been granted tenure may expect continuous
306 employment at St. Mary's College of Maryland subject to the conditions outlined
307 below in dismissal for cause (Section IV.K.).

308

309

310 4) Emeritus and Emerita Rank

311 a) The rank of Professor Emeritus or Professor Emerita is a distinct honor that may
312 be conferred only upon those faculty members who retire from the College, after
313 having distinguished themselves through sustained high quality of teaching and
314 service to students, scholarly achievement, and service to the College. Faculty
315 are eligible for nomination for emeritus or emerita status if they have served at
316 least ten years at St. Mary's College and have attained the rank of Professor by
317 the time of retirement. The rank exists to recognize outstanding accomplishment
318 and loyalty to the College and to provide the opportunity for continuing
319 institutional affiliation after formal retirement.

320 b) The Board of Trustees may waive these criteria to permit the awarding of
321 Emeritus or Emerita rank to faculty members of distinguished achievement.

322 c) The following procedures shall be followed in awarding the Emeritus or Emerita
323 rank to faculty members of distinguished achievement:

- 324 i) A candidate for Emerita or Emeritus rank must be recommended by a
325 majority of the faculty members of the department. The recommendation
326 is forwarded, in writing and with supporting reasons, to the Dean of Faculty.
327 ii) The Dean of Faculty makes a recommendation to the President who, in turn,
328 makes a recommendation to the Board of Trustees for the appointment.
- 329 d) The following privileges shall accrue to holders of the rank of Professor Emeritus
330 or Professor Emerita:
- 331 i) They, their spouses and dependents shall have full access to the physical facilities of
332 the College, consistent with the privileges of a full-time faculty member.
333 ii) Whenever possible, they shall be provided with office space.
334 iii) They shall be entitled to a mailbox in an appropriate office and the same mailing
335 privileges for professional correspondence as a full-time faculty member.
336 iv) They shall have access to secretarial services on a time-available basis, as
337 determined by the dean of faculty.
338 v) They, their spouses and dependents shall receive the same discount for all College
339 events and productions as received by full-time faculty members.
340 vi) They shall be entitled to use the name of the College as an institutional affiliation
341 on grant proposals, fellowship applications, publications, exhibits, etc., subject to
342 the same restrictions and regulations as for full-time faculty members.
343 vii) They may be invited to serve in an advisory capacity on College committees, at the
344 discretion of the dean of faculty or the president.
345

346 III. Organization of the Faculty for Governance

347 A. General Organization of the Faculty

- 348 1. For purposes of considering, evaluating, and recommending proposals for policies and
349 programs commensurate with the responsibility of the whole faculty, the faculty is
350 organized into standing committees and ad hoc committees.
351 2. A Faculty Senate serves as the executive committee of the faculty.

352 B. Process for Policy and Program Proposals

- 353 1. The faculty relies on faculty committees to consider proposals within their areas of
354 responsibility. In considering proposed policies, the committees are to consult thoroughly
355 with all interested persons in the College community.
356 2. All policy proposals of faculty committees must be considered and acted upon by the
357 Faculty Senate and, where appropriate, by the faculty. However, as a general rule, neither
358 the Faculty Senate nor the faculty should undertake extensive modifications of committee
359 recommendations. Instead, if the Faculty Senate or the faculty conclude that extensive
360 modifications of committee recommendations are necessary, the proposals should be
361 returned to the appropriate committee for further consideration.
362 3. When the faculty recommendation has been formulated and approved by the Faculty
363 Senate or the faculty, that recommendation will be forwarded to the Dean of Faculty. The
364 Dean of Faculty will either act upon the recommendation or recommend a course of action
365 to the President of the College. The President, in turn, may either act upon the Dean of
366 Faculty's recommendation or recommend a course of action to the Board of Trustees.
367 Actions or recommendations of the Dean of Faculty which are adverse to the faculty's
368 recommendation may be appealed by the Faculty Senate to the President of the College;
369 actions or recommendations of the President which are adverse to the faculty's
370 recommendation may be appealed by the Faculty Senate to the Board of Trustees.

371 C. The Faculty Senate

372 a. Duties

- 373 a. The Faculty Senate shall serve as the executive committee of the faculty, and the Faculty
374 Senate President and Vice President shall represent the faculty in deliberations with
375 officers of the College and the Board of Trustees. The senate provides for the
376 participation of the faculty in committee assignments and other appointments. It shall
377 have the authority to establish ad hoc committees for particular purposes, but all such
378 committees shall be of limited duration. The senate receives reports from all
379 committees of the faculty, from such ad hoc committees as it may establish, and from
380 College officers responsible for the administration of academic support programs. In
381 consequence of these reports, the Faculty Senate will determine the appropriate course
382 of action.
- 383 b. The senate shall advise the President of the Faculty Senate on matters to be included in
384 the agenda for faculty meetings.
- 385 c. The Faculty Senate shall have the power to interpret these by-laws consistent with the
386 College By-Laws and the Education Article of the Maryland Code Annotated, Section 14-
387 401, et seq
- 388 b. Membership
- 389 a. Full-time faculty members who do not hold full-time administrative positions and who
390 have served at least two years on a tenured or tenure-track appointment at the College
391 are eligible to serve on the Faculty Senate. Program chairs and coordinators normally
392 are not eligible to serve on Faculty Senate. The Faculty Senate shall consist of the
393 following members:
- 394 1) Senate President
- 395 2) Senate Vice President
- 396 1)3) One senator shall be elected from each ~~department division~~ by simple majority of
397 the faculty members in that ~~department division~~. ~~If a department is under special~~
398 ~~constraints, they may choose not to elect a senator or petition for an exception to~~
399 ~~the exclusions in 2a above.~~
- 400 4) Three senators elected at-large by the faculty.
- 401 ~~2) One cross-disciplinary study area faculty member elected by simple majority by the~~
402 ~~cross-disciplinary study area coordinators~~
- 403 ~~3) One tenured or tenure track librarian who has served at least two years at the~~
404 ~~College, elected by simple majority by the librarians eligible to vote as faculty.~~
- 405 b. If no pre-tenure faculty member is elected to serve on the Faculty Senate by the
406 divisions, one of the at-large senator positions shall be designated for a pre-tenure
407 faculty person., the Faculty Senate shall appoint two members to serve a one-year term
408 on the senate to meet this criterion. ~~If one pre-tenure faculty person is elected, the~~
409 ~~senate shall appoint an additional pre-tenure senator.~~
- 410 c. In addition to the senators, the Dean of Faculty and/or a designee of the Dean of Faculty
411 will serve with the Faculty Senate, without vote. A student representative to the Faculty
412 Senate, to serve with the Faculty Senate without vote, will be designated by the Student
413 Government Association.
- 414 d. Executive sessions of the Faculty Senate shall consist only of voting members of the
415 Faculty Senate, with others attending at the discretion of the Faculty Senate.
- 416 c. Election of Faculty to the Faculty Senate

- 417 a. At least one month before at large faculty elections, the Faculty Senate will inform
418 ~~departments/divisions~~ of expiring terms on the senate and request ~~departmental-~~
419 ~~divisional~~ election of a senator.
- 420 b. At least one week prior to the faculty meeting scheduled for spring elections, the
421 Faculty Senate shall distribute to the voting faculty the names of the senators elected by
422 the divisions and the nominees received for president and vice president of the Faculty
423 Senate, at-large senators, faculty finance, admissions, facilities, and events delegates,
424 ~~and~~ parliamentarian of the faculty, and at-large senate committee members.
- 425 c. ~~At a faculty meeting to be started no earlier than halfway through the spring semester~~
426 ~~and to be completed no later than one week prior to the end of the spring semester, the~~
427 ~~senate will announce newly elected senators and new appointments to the standing~~
428 ~~committees of the faculty.~~
- 429 d. At a faculty meeting to be started no earlier than halfway through the spring semester
430 and to be completed no later than one week prior to the end of the spring semester,
431 ~~the~~The faculty shall hold elections to fill any expiring terms among the senate president,
432 senate vice-president, at-large senators, delegates, and parliamentarian. Nominations
433 from the floor will be permitted for each position. Voting shall be by secret ballot if
434 requested. A majority of those present and voting is required for election. In the
435 absence of such a majority, the faculty will proceed immediately to a ballot between the
436 two candidates with the largest number of votes.
- 437 e. The faculty shall elect, to fill expiring terms, in this order:
- 438 1) First, one member of the faculty ~~who may or may not be a senate member~~ is
439 elected as president of the Faculty Senate;
- 440 2) Second, a member of the senate-faculty is elected as vice-president of the Faculty
441 Senate;
- 442 ~~2)3)Third, at-large senators;~~
- 443 ~~3)4)ThirdFourth,~~ the faculty elects
- 444 a) a faculty finance delegate;
- 445 b) a faculty facilities delegate;
- 446 c) a faculty admissions delegate;
- 447 d) a faculty events delegate; ~~and~~
- 448 ~~e)the parliamentarian of the faculty, and~~
- 449 4)5)Finally, the parliamentarian of the faculty at-large senate committee members.
- 450 f. Unless provided for elsewhere in these by-laws, the elected members of the Faculty
451 Senate shall serve three-year terms beginning with the start of the fall semester. The
452 terms of the members shall be arranged so that one third are elected each year. The
453 terms of the Faculty Senate President and Vice President shall be three years beginning
454 with the start of the fall semester.
- 455 g. If it becomes necessary to fill the unexpired term of a senator to the Faculty Senate, it
456 shall be the responsibility of the division, if a divisional senator, or the Faculty Senate, if
457 an at-large senator, department to provide for a special election within four weeks of
458 the time the vacancy occurs.
- 459 d. The President of the Faculty Senate
- 460 a. The Faculty Senate President is elected by the faculty to serve as the executive officer of
461 the Faculty Senate to represent the faculty to the administration and Board of Trustees.

- 462 b. Duties: As the executive officer of the Faculty Senate, the duties of the Faculty Senate
463 President are:
- 464 1) To attend the meetings of the Academic Affairs Committee of the Board of Trustees
465 and shall participate in the manner prescribed by the College By-Laws.
 - 466 2) To preside over meetings of the faculty and to prepare and distribute the agenda for
467 those meetings
 - 468 3) To preside over meetings of the Faculty Senate and to prepare and distribute the
469 agenda for those meetings
 - 470 4) To coordinate ~~faculty elections~~~~selection of senators and faculty members to serve~~
471 ~~on standing committees with the approval of the Faculty Senate.~~
 - 472 5) To refer matters to appropriate committees
 - 473 6) To represent the faculty in meetings of administrative councils
 - 474 7) To serve as the faculty representative to the Board of Trustees
 - 475 ~~7)8)To attend meetings of the Program Chairs.~~
- 476 c. Vacancy. If it becomes necessary to fill the unexpired term of the Faculty Senate
477 President, it shall be the responsibility of the Faculty Senate to provide for a special
478 election within four weeks of the time the vacancy occurs.
- 479 d. Compensation. During each semester in office, the Faculty Senate President shall
480 receive a reduction of teaching responsibilities equivalent to one four-credit course.
- 481 e. Vice President of the Faculty Senate
- 482 a. Duties
 - 483 1) To assume the duties of the Faculty Senate President in the absence of the Faculty
484 Senate President
 - 485 2) To serve as a member of the Academic Planning Committee
 - 486 3) To attend the meetings of the Academic Affairs Committee of the Board of Trustees
487 and shall participate in the manner prescribed by the College By-Laws. - 488 b. Vacancy. If it becomes necessary to fill the unexpired term of the Faculty Senate Vice
489 President, it shall be the responsibility of the Faculty Senate to provide for a special
490 election within four weeks of the time the vacancy occurs.
- 491 f. The Faculty Finance Delegate
- 492 a. The faculty finance delegate is a tenured or tenure-track faculty member elected by the
493 faculty to advise the Dean of Faculty on budgetary matters and to represent faculty
494 interests to the Board of Trustees.
 - 495 b. The faculty shall elect a faculty finance delegate to serve a term of three years,
496 beginning with the start of the fall semester.
 - 497 c. Duties
 - 498 1) To report in a timely fashion to the faculty or the Faculty Senate on fiscal and
499 budgetary matters pertaining to the academic sector
 - 500 2) To attend the meetings of the Finance, Investment, and Audit Committee of the
501 Board of Trustees and shall participate in the manner prescribed by the College By-
502 Laws. - 503 d. Vacancy. If it becomes necessary to fill the unexpired term of the faculty finance
504 delegate, it shall be the responsibility of the Faculty Senate to provide for a special
505 election within four weeks of the time the vacancy occurs.
- 506 g. The Faculty Admissions Delegate

- 507 a. The faculty admissions delegate is a tenured or tenure-track faculty member elected by
508 the faculty to advise the Dean of Faculty, dean of Admissions and the Faculty Senate on
509 matters relating to standards for admission and scholarships or size and diversity of the
510 entering class.
- 511 b. The faculty shall elect a faculty admissions delegate to serve a term of three years,
512 beginning with the start of the fall semester.
- 513 c. Duties
- 514 1) To report to the faculty or the Faculty Senate on matters relating to standards for
515 admission and scholarships or size and diversity of the entering class.
- 516 2) To consult with the Dean of Faculty and dean of Admissions on matters relating to
517 standards for admission and scholarships or size and diversity of the entering class.
- 518 3) To attend the meetings of the Enrollment and Student Affairs Committee of the
519 Board of Trustees and shall participate in the manner prescribed by the College By-
520 Laws.
- 521 d. Vacancy. If it becomes necessary to fill the unexpired term of the faculty admissions
522 delegate, it shall be the responsibility of the Faculty Senate to provide for a special
523 election within four weeks of the time the vacancy occurs.
- 524 h. The Faculty Facilities Delegate
- 525 a. The faculty facilities delegate is a tenured or tenure-track faculty member elected by the
526 faculty to advise the Dean of Faculty and report to the Faculty Senate on matters
527 relating to academic facilities and resources including buildings, computing and library
528 services and to represent faculty interests to the Board of Trustees.
- 529 b. The faculty shall elect a faculty facilities delegate to serve a term of three years,
530 beginning with the start of the fall semester.
- 531 c. Duties
- 532 1) To report to the faculty or the Faculty Senate on matters relating to academic
533 facilities and resources including buildings, computing and library services.
- 534 2) To consult with the Dean of Faculty and Vice-President for Business and Finance on
535 matters relating to academic facilities and resources.
- 536 3) To attend the meetings of the Buildings and Grounds Committee of the Board of
537 Trustees and shall participate in the manner prescribed by the College By-Laws.
- 538 d. Vacancy. If it becomes necessary to fill the unexpired term of the faculty facilities
539 delegate, it shall be the responsibility of the Faculty Senate to provide for a special
540 election within four weeks of the time the vacancy occurs.
- 541 i. The Faculty Events Delegate
- 542 a. The faculty events delegate is a tenured or tenure-track faculty member elected by the
543 faculty to advise the Dean of Faculty and report to the Faculty Senate on matters
544 relating to academic events including scheduling, recruitment, planning and available
545 services.
- 546 b. The faculty shall elect a faculty events delegate to serve a term of three years, beginning
547 with the start of the fall semester.
- 548 c. Duties
- 549 1) To report to the faculty or the Faculty Senate on matters relating to academic
550 events, event planning and scheduling, resource management and available
551 services.
- 552 2) To chair the Lecture and Fine Arts Committee.

- 553 d. Vacancy. If it becomes necessary to fill the unexpired term of the faculty events
554 delegate, it shall be the responsibility of the Faculty Senate to provide for a special
555 election within four weeks of the time the vacancy occurs.
- 556 j. Faculty Representatives to the Board of Trustee Committees
- 557 a. Faculty representatives to the Board of Trustees committees not specified above will be
558 tenured or tenure-track faculty ~~member~~ members elected by the faculty to represent
559 faculty interests to the Board of Trustees. The faculty shall elect faculty representatives
560 to serve terms of three years, beginning with the start of the fall semester. One faculty
561 representative will be elected for each Board of Trustees committee that does not
562 already have faculty representation through the senate president or faculty delegates.
- 563 b. Duties
- 564 1) To report in a timely fashion to the faculty or the Faculty Senate on matters
565 pertaining to the work of the Board of Trustees Committee to which they have been
566 assigned.
- 567 2) To attend the assigned committees of the Board of Trustees and shall participate in
568 the manner prescribed by the College By-Laws.
- 569 c. Vacancy. If it becomes necessary to fill the unexpired term of a faculty representative to
570 a Board of Trustees committee, it shall be the responsibility of the Faculty Senate to
571 provide for a special election within four weeks of the time the vacancy occurs.
- 572 k. Parliamentarian of the Faculty
- 573 a. The faculty shall elect a parliamentarian to serve a three-year term, beginning with the
574 start of the fall semester.
- 575 b. Duties
- 576 1) To advise the person presiding at meetings of the faculty on the correct
577 parliamentary procedure
- 578 2) To advise the Faculty Senate President, or other members of the faculty, on issues
579 of parliamentary procedure.
- 580 c. Vacancy. If it becomes necessary to fill the unexpired term of the parliamentarian of the
581 faculty, it shall be the responsibility of the Faculty Senate to provide for a special
582 election within four weeks of the time the vacancy occurs.
- 583 l. Faculty Committee Structure
- 584 a. General Provisions
- 585 1) Membership on standing committees ~~shall be elected by the division, if a divisional~~
586 ~~representative, or by the faculty, if an at-large representative. of the faculty shall be~~
587 ~~restricted to tenured and tenure-track faculty. Unless otherwise specified, faculty~~
588 ~~members may serve on no more than one standing committee at a time.~~
- 589 2) Membership on standing committees is coordinated by the Faculty Senate President
590 and approved by the Faculty Senate. At least one senator shall serve on each
591 standing committee. In addition, at least three members of the faculty shall be
592 appointed to each committee. Membership on ad hoc faculty committees is by
593 appointment of the Faculty Senate.
- 594 3) Unless otherwise specified, appointments to all committees are for three years,
595 renewable for a second term for a maximum of six years of continuous service on a
596 particular committee. The terms of faculty members on all committees, where
597 possible, should be over-lapping.

- 598 4) Any vacancies that occur in a committee's membership shall be elected by the body
599 that originally elected that committee member.~~filled by appointment by the Faculty~~
600 ~~Senate. All such appointments will take into consideration the committee service~~
601 ~~preferences of individual faculty members.~~ For the purpose of calculating
602 continuous years of service on a particular committee, the completion of an
603 unexpired term is not counted as a term of service for the faculty member
604 completing the term.
- 605 5) Terms of service on faculty committees begin at the start of the fall semester. The
606 Faculty Senate will designate one senator-committee member to convene the first
607 meeting of the committee, at which time a chair will be elected. A quorum for the
608 purpose of doing business shall consist of a majority of the voting members,
609 exclusive of student members.
- 610 ~~6) In the spring semester of each year, faculty members will be polled concerning their~~
611 ~~committee interests so that the Faculty Senate President can prepare a membership~~
612 ~~roster of standing committees consonant with these interests, for approval by the~~
613 ~~Faculty Senate. The information concerning faculty interests will be used by the~~
614 ~~Faculty Senate in making appointments to other committees.—~~
- 615 ~~7)6) Administrative representation to appropriate committees is provided for in these~~
616 ~~by-laws; generally appointment will occur after consultation of the Faculty Senate~~
617 ~~and the Dean of Faculty. Unless otherwise provided for, these representatives do~~
618 ~~not vote and shall not be counted in determining quorums.~~
- 619 ~~8)7) Student representation to appropriate committees as provided for in these by-laws.~~
620 ~~The Student Government Association appoints these representatives. Student~~
621 ~~members shall not be counted in determining quorums.~~
- 622 ~~9)8) College officers who wish faculty representation on special administrative~~
623 ~~committees should seek the advice of the Faculty Senate.~~
- 624 b. Types of Committees
- 625 1) Ad Hoc Committees. Ad hoc faculty committees may be established from time to
626 time by the Faculty Senate to consider specific issues that do not clearly fall under
627 the jurisdiction of any committee as established by these by-laws. These
628 committees will exist for clearly defined times.
- 629 2) Standing Committees. Standing committees make recommendations regarding
630 programs of the faculty within their area of jurisdiction. All standing committees of
631 the faculty shall be responsible to the Faculty Senate; their recommendations with
632 supporting information shall be conveyed in writing by the committee chair.
633 ~~member of the Faculty Senate, unless expressly noted otherwise below.—~~
- 634 c. All proposals for committee action shall be submitted by the Faculty Senate in writing to
635 the appropriate committee chairperson.
- 636 m. Faculty Senate Committees
- 637 a. The following are the standing committees of the Faculty Senate:
- 638 1) Academic Planning Committee
- 639 2) Academic Policy Committee
- 640 3) Curriculum Review Committee
- 641 4) Faculty Issues Committee
- 642 b. Academic Planning Committee

- 643 1) For issues related to traditional academic planning matters such as allocation of
644 academic lines, the Academic Planning Committee will be constituted.
- 645 2) The committee membership shall consist of:
- 646 a) One faculty member elected by each division and one member elected at-large
647 by the faculty, ~~four faculty members selected by the Faculty Senate, at least one~~
648 ~~of whom shall be a pre-tenure faculty member~~
- 649 b) the Faculty Senate Vice President
- 650 c) the Dean of Faculty and/or the Dean of Faculty's designee, without vote.
- 651 3) Functions of the Academic Planning committee
- 652 a) to analyze the existing state of undergraduate and post-baccalaureate
653 education both internal and external to the College, and project trends
- 654 b) to review plans for the development of the academic program of the College,
655 evaluate progress in meeting the objectives of such plans, and consider the
656 implications, financial and otherwise, of various strategies for development
- 657 c) to recommend to the Dean of Faculty and senate the allocation of faculty lines
658 and faculty support positions
- 659 d) to review the progress of all developing academic programs, new academic
660 initiatives, and results of external program reviews
- 661 e) to recommend actions to the Dean of Faculty and reports their
662 recommendations to the Faculty Senate.
- 663 c. Academic Policy Committee
- 664 1) Membership
- 665 a) one faculty member elected by each division~~who is a senator~~
- 666 b) one faculty member elected at-large by the faculty~~three additional faculty~~
667 ~~members approved by the Faculty Senate~~
- 668 c) one student, with vote
- 669 d) Registrar of the College or his/her representative, without vote
- 670 e) the Dean of Faculty and/or the Dean of Faculty's designee, without vote
- 671 2) Functions
- 672 a) To review and recommend to the Faculty Senate academic policies for all courses
673 and programs at the College offered on or off campus during the regular terms
674 and the summer term. Specifically, the areas of responsibility include the
675 following policy matters: calendar and schedules; academic advising; class
676 attendance; examinations; academic probation and dismissal; class status;
677 transfer, advanced placement, and credit by examination; graduation with
678 honors; and academic dishonesty.
- 679 b) To review all cases of an academic nature for which policy has not been stated
680 and to make recommendations to the Faculty Senate
- 681 c) To participate in the review of all cases of academic dismissal, alongside relevant
682 staff members, and make recommendations to the Dean of Faculty or his or her
683 representative.
- 684 d) To review, at the discretion of the Chair of the Academic Policy Committee, any
685 student requests for exceptions to degree requirements or other academic
686 policies, as well as petitions for non-standard ELAW experiences, and make
687 recommendations to the Dean of Faculty or his or her representative.
- 688 d. Curriculum Review Committee
- 689 1) Membership

- 690 a) one faculty member elected by each division~~who is a senator~~
- 691 b) two faculty members elected at-large by the faculty~~four additional faculty~~
- 692 ~~members approved by the Faculty Senate~~
- 693 c) one student, with vote;
- 694 d) Registrar of the College or his/her representative, without vote.
- 695 2) Functions
- 696 a) To review proposed additions, deletions, and changes to the curricular
- 697 requirements and course offerings of all components of the academic program of
- 698 the College, and to make recommendations for action to the Faculty Senate
- 699 b) To review the course offerings and curricular requirements of all proposed
- 700 academic programs of the College, and of existing programs of the College as the
- 701 need arises, and to make recommendations to the Faculty Senate
- 702 c) To periodically review curricular requirements and assessment procedures and
- 703 outcomes for all academic programs of the College
- 704 d) To review and approve proposed student-designed majors.
- 705 e) To establish and publish deadline dates and procedures for the submission of
- 706 proposed revisions or additions to the curriculum of the College
- 707 e. Faculty Issues Committee
- 708 1) Membership
- 709 a) one faculty member ~~who is a senator~~elected by each division
- 710 b) one~~three additional~~ faculty member elected at-large by the faculty~~s approved by~~
- 711 ~~the Faculty Senate~~
- 712 c) the Dean of Faculty or his/her representative, without vote.
- 713 2) Functions
- 714 a) To review policies related to faculty hiring, promotion and tenure. This is not
- 715 evaluative but rather a review of the policies surrounding the hiring, promotion
- 716 and tenure processes.
- 717 b) To review standards, policies and guidelines related to compensation including
- 718 merit evaluation, equity adjustment, benefits and retirement.
- 719 c) To periodically review all policies related to faculty and comparison to peer
- 720 institutions.
- 721 D. Meetings
- 722 1. Individuals Eligible to Vote
- 723 a. all persons occupying tenured, tenure-track, lecturer, or full-time temporary
- 724 appointments
- 725 b. deans and associate deans who are members of the faculty
- 726 c. Dean of Faculty of the College
- 727 d. President of the College
- 728 e. all full-time college employees teaching at least four credit hours in the current
- 729 semester.
- 730 2. Meetings of the Faculty and Faculty Senate
- 731 a. Rules of Procedure
- 732 1) Meetings of all groups formed under these by-laws shall be open to all members of
- 733 the College community. However, any such group may convene executive sessions
- 734 subject to the State of Maryland open meeting law.

- 735 2) All meetings held under these by-laws shall be governed by the procedures
736 described in Robert's Rules of Order, Revised.
- 737 b. Faculty Meetings
- 738 1) The faculty shall meet at least once each semester.
- 739 2) The president of the Faculty Senate will coordinate:
- 740 a) approval of meeting schedules and agendas by the Faculty Senate
- 741 b) communicating the agenda to the faculty so that faculty members shall receive
742 written notice of a faculty meeting and an agenda for the meeting not later than
743 three full working days prior to the day scheduled for the meeting.
- 744 c) compilation, in consultation with the department chairs, and approval of the
745 voting list at the first faculty meeting of each semester.
- 746 3) Upon the request of at least twenty percent of the voting faculty, the president of
747 the Faculty Senate shall call a faculty meeting not later than one week from the
748 submission of the petition.
- 749 4) A quorum for doing business shall consist of a number of voting faculty exceeding
750 fifty percent of the total number of voting faculty members excluding visiting or
751 part-time faculty and those faculty members on sabbatical leaves or other leaves of
752 absence.
- 753 5) By a two-thirds vote, the faculty or the Faculty Senate may authorize a mail ballot
754 on unresolved motions before the faculty. For a motion to pass on a mail ballot, a
755 simple majority of affirmative votes must be counted from a number of ballots
756 exceeding fifty percent of the total number of faculty counting toward a quorum.
- 757 c. Faculty Senate Meetings
- 758 1) Meetings of the Faculty Senate shall be held regularly and at least once each month
759 during the academic year.
- 760 2) There shall be a senate meeting within one week of the beginning of each semester
761 at which the time of the regular senate meetings for the following semester shall be
762 decided. The time of the regular senate meetings shall be announced to the College
763 community well in advance of the semester to allow for planning.
- 764 3) Faculty members shall receive written notice of each senate meeting and the
765 agenda of items for that meeting not later than the last working day before the day
766 of the meeting.
- 767 4) Special senate meetings shall be held at the request of at least two members of the
768 senate or of twenty percent of the faculty not later than three working days after
769 the submission of the request.
- 770 5) A quorum shall consist of two-thirds of the elected members of the senate.
- 771 6) A majority of the senate members present and voting shall be required for senate
772 action on all matters.
- 773 d. Approval of Faculty Senate Actions by the Faculty
- 774 1) All matters of major importance shall be brought by the senate before the faculty
775 and decided by the faculty. The senate may refer any of its actions to the faculty as
776 it deems appropriate.
- 777 2) The senate may act for the faculty on other matters.
- 778 3) When a faculty meeting cannot reasonably be convened, and action by the faculty is
779 urgently required, the senate may act for the faculty. Such senate action shall be
780 reviewed by the faculty as soon as a faculty meeting can be held.

781 4) Faculty approval of senate actions shall be assumed if no request for faculty review
782 is received by the Faculty Senate President within five working days of the
783 distribution of the minutes of the Faculty Senate meeting in which the action was
784 taken. Upon request of at least twenty percent of the faculty or of one third of the
785 members of the Faculty Senate, the Faculty Senate action shall be brought before
786 the faculty and decided by the faculty.
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788 IV. By-Laws Governing Lecturer Appointments and Evaluations

789 A. Minimum Criteria for Appointing Lecturers at Rank

790 1. Lecturer

- 791 a. A Master's degree in a field relevant to the area of instruction.
- 792 b. Typically less than six years of full-time teaching experience in higher education.

793 2. Senior Lecturer

- 794 a. A Master's degree in a field relevant to the area of instruction.
- 795 b. Typically at least five years of full-time teaching experience in higher education.

796 3. Master Lecturer

- 797 a. A Master's degree in a field relevant to the area of instruction.
- 798 b. Typically at least five years full-time teaching experience in higher education at the rank
799 of Senior Lecturer or the equivalent.

800 B. Conditions for Lecturer Appointments

- 801 1. The initial appointment is typically for a period of three years. A notice that the
802 appointment will or will not be renewed must be given in writing by the Provost's Office no
803 later than 6 months before the expiration of the contract.
- 804 2. A second appointment is typically for a period of three years. Again, notice that the
805 appointment will or will not be renewed must be given in writing by the Provost's Office no
806 later than 12 months before the expiration of the contract. Renewed appointments are for
807 a period of five years.
- 808 3. Renewals after the second appointment are typically for a period of five years. For such
809 renewals, notice that the appointment will or will not be extended for another five years
810 must be given in writing by the Provost's Office no later than 12 months before the
811 expiration of the contract.
- 812 4. Any failure to provide the required renewal notice shall result in a one-year extension of the
813 existing contract.

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815 Faculty within the Lecturer series will be appointed to the College under the immediate
816 supervision of the Office of the Provost. As appropriate to the disciplinary expertise of the
817 faculty member and the anticipated teaching responsibilities, the Provost may delegate
818 immediate supervision to a department chair, cross-disciplinary program coordinator, or other
819 person as deemed by the Provost to be consistent with the effective operation of the faculty
820 member's duties.

821
822 The full-time teaching load for faculty in the Lecturer title series is eight courses (32 credits) per
823 academic year or its equivalent. At the request of the faculty member and based on the needs
824 of the College, a summer teaching load, a specified advising load, or an administrative
825 assignment can be substituted for a portion of the academic year load without additional
826 compensation.

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828 Scholarly activity sufficient to remain current in pedagogy and disciplinary content is expected
829 within the full-time load. Scholarly activity beyond that sufficient for currency is allowed but
830 shall not be considered in personnel actions.

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Service beyond basic departmental citizenship (attending meetings, responding to requests, carrying share of administrative workload, etc.) is not expected but can be valued in personnel actions.

Compensation within the Lecturer title series will be commensurate with experience and competitive to that of tenure-track faculty positions. Faculty in the Lecturer title series shall be eligible for inclusion in annual pay plan increases assuming they meet the minimum residency requirements put forth by the College.

Contract renewals and promotions within the Lecturer title series will include concomitant salary adjustments competitive to those received by tenure-track faculty members at similar career milestones.

C. Standards for Evaluating Lecturers

1. The basic criterion of evaluation is excellence in teaching. Lecturer positions carry only modest expectations of scholarly activity directed at academic and professional currency. Modest service to the College beyond basic departmental citizenship is valued but not required for these positions. Teaching of high quality and the maintenance of excellence and competence in the classroom are the primary criterion and cannot be replaced by achievement in the other areas.
2. Evaluation of excellence in teaching shall follow the standards defined for tenure-track faculty.
3. Expected teaching achievements at various ranks shall follow the teaching achievements expectations for tenure-track faculty at commensurate ranks. Persons who are not professionally or pedagogically current should not be renewed.

V. By-laws Governing Tenure-Track Faculty Appointments, Evaluations and Tenure

A. Preface

1. St. Mary's College of Maryland has as its primary mission to provide students an education in the liberal arts and sciences comparable to that found at the best institutions of its kind. The standards by which faculty members will be judged reflect this mission. The evaluation of faculty should support the welfare and goals of both the individual and the institution.
2. In the process of evaluating faculty members the standards described below shall be used. These standards are neither rigid nor formulaic in nature. They support the right of each faculty member to develop as a teacher-scholar.

B. Minimum Criteria for Appointing Faculty to a Rank

1. Expectations regarding teaching ability, professional achievement, and service to the College will vary from rank to rank. The higher the rank, the higher the level of expected proficiency. Meeting the following criteria for rank appointment is a necessary but not always a sufficient basis for appointment. When it is in the best interest of the College, any of the standards listed below may be waived to permit the appointment of individuals of distinguished achievement.
2. Instructor
 - a. Substantial progress towards a doctorate or other appropriate terminal degree
 - b. Previous teaching experience
 - c. Strong evidence of potential for growth as a teacher and a scholar
3. Assistant Professor
 - a. A doctorate or other appropriate terminal degree

- 880 b. Previous teaching experience
- 881 c. Strong evidence of potential for growth as a teacher and scholar
- 882 4. Associate Professor
- 883 a. A doctorate or other appropriate terminal degree
- 884 b. Completion of five years of successful teaching in a tenure track position at the college
- 885 level
- 886 c. Excellence as a teacher
- 887 d. Scholarly and creative achievements that have received recognition from professional
- 888 peers beyond the campus
- 889 e. Significant, high quality service to the College
- 890 5. Professor
- 891 a. A doctorate or other appropriate terminal degree
- 892 b. Completion of at least five years at the rank of associate professor
- 893 c. Demonstration of continued excellence as a teacher
- 894 d. Further scholarly and creative achievement
- 895 e. Superior service to the College, preferably in leadership roles

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897 C. Conditions for Tenure-Track and Tenured Appointments

- 898 1. Tenure is the assurance to experienced faculty members that they may expect to continue
- 899 in their academic position unless adequate cause for dismissal is demonstrated in a fair
- 900 hearing following the procedures established in these by-laws. Tenure may be granted by
- 901 the Board of Trustees to faculty members after the expiration of their probationary period
- 902 or at the time of appointment to faculty status. Tenure terminates with the retirement or
- 903 resignation of the faculty member, or when the faculty member is dismissed for cause, or
- 904 when the position is eliminated.
- 905 2. Probationary Pre-tenure Period
- 906 a. Faculty members who are appointed to tenure-track positions at St. Mary's College of
- 907 Maryland shall serve a probationary period according to the schedule and subject to the
- 908 conditions listed below.
- 909 b. The initial appointment is for a period of three years.
- 910 c. The evaluation of a faculty member for renewal of the appointment takes place during
- 911 the fifth semester. A notice that the appointment will or will not be renewed must be
- 912 given in writing by the president of the College no later than five months before the
- 913 expiration of the contract. If a faculty member has not received timely notice concerning
- 914 the renewal of appointment, the person is offered a one-year contract extension prior
- 915 to its expiration.
- 916 d. The second and final probationary appointment is for a period of three years. Prior to
- 917 expiration of this contract, the faculty member shall receive a written communication by
- 918 the president of the College that informs the person that either 1) tenure has been
- 919 granted, or 2) the appointment terminates with the expiration of the contract. A faculty
- 920 member denied tenure would then be offered a one-year contract extension prior to its
- 921 expiration.
- 922 e. The probationary period is not to exceed six years, except under the following
- 923 circumstances:
- 924 1) Automatic one-year extensions are granted for parental caregiving within the first
- 925 year after childbirth or adoption of a minor child. This automatic extension will be

- 926 applied by the Dean of Faculty upon notification by the faculty member of a
927 qualifying event. No more than two automatic extensions will be granted for this
928 purpose. Faculty members may waive this automatic extension by submitting a
929 written statement to the Dean of Faculty, specifying that the faculty.
- 930 2) Extensions may be requested for personal or medical reasons such as elder care,
931 personal illness, care of an ill family member, or unique professional opportunities
932 such as fellowships or special assignments. Such extensions will be requested by the
933 faculty member to the program chair or coordinator and Dean of Faculty, and will
934 typically extend the probationary period by one year.
- 935 3) Such extensions shall not change the standards for review.
- 936 4) For faculty members with substantial prior teaching or other appropriate experience
937 the probationary period may be shortened at the time of the initial appointment by
938 mutual agreement between the Dean of Faculty and the faculty member in
939 consultation with the program chair or coordinator. This agreement will be
940 formalized in the faculty member's contract.
- 941 3. Appointments to Tenure Without a Probationary Period
- 942 a. If a person is considered for the granting of tenure without a probationary period, the
943 program chair or coordinator must write a letter of recommendation for the College
944 Evaluation Committee. In the case of a joint appointment, the chair or coordinator of
945 each program must write a letter of recommendation. Then the person's credentials
946 shall be reviewed by the College Evaluation Committee, which will make a
947 recommendation to the Dean of Faculty, who will recommend to the President, who will
948 recommend to the Board before tenure is offered.
- 949 4. Institutional Factors that Influence Award of Tenure
- 950 a. The College must seek to maintain balance in its faculty and to preserve flexibility to
951 adjust its programs to the needs of a changing environment. The decision to grant
952 tenure is of such fundamental importance that the Dean of Faculty, President or board
953 committees involved in the faculty evaluation process must be accorded reasonable
954 latitude consistent with academic freedom, equal opportunity, and standards of
955 fairness.
- 956 b. A tenure-track appointment is made when institutional projections, arrived at by the
957 Dean of Faculty in consultation with the appropriate program chair or coordinator, show
958 that it is probable that the appointment can lead to tenure primarily on the basis of
959 meritorious performance. Occasionally the institutional interest may require that a
960 tenure track appointment be made if there is a reasonable possibility, rather than a
961 probability, that the appointment can lead to tenure. In such a case, the candidate for
962 the position will be informed in writing of the situation before the appointment is made.
- 963 c. Serious financial or enrollment shortfalls, changing educational or curricular needs, or
964 developments that create an undesirable tenure ratio in the faculty may have a bearing
965 on the renewal of tenure-track appointments. The College will make every effort to
966 identify such factors and notify the faculty member of them as soon as possible and,
967 barring a significant reduction of College resources, no later than two years before the
968 decision of whether or not to grant tenure is due.
- 969 d. When a situation arises where there are such institutional grounds (other than the
970 circumstances described in section IX.K of current By-Laws) to eliminate or convert an
971 occupied tenure track position to a term position, the Dean of Faculty will present the

972 case to the tenured members of the affected program for their advice. If the Dean of
973 Faculty then judges that the appointment should not be renewed, the Dean of Faculty
974 will proceed to inform the faculty member without delay and make a recommendation
975 against renewal to the President. Any recommendation against renewal of an
976 appointment for such reasons shall be reviewed by the Faculty Senate, which will make
977 its own recommendation to the President. The final decision is made by the Board of
978 Trustees following the recommendation of the President. The faculty member will have
979 the right to serve out the term of the contract.

980 D. Standards for Evaluating Tenure-Track Faculty for Pre-Tenure Contract Renewal, Tenure,
981 Promotion and Five Year Post Tenure Review

982 1. The three basic criteria applied to faculty evaluation are excellence in teaching; scholarly,
983 professional and/or creative achievement; and service to the College and the wider
984 community. Teaching of high quality and the maintenance of excellence and competence in
985 the classroom are, however, of greatest importance and cannot be replaced by high
986 achievement in the other areas.

987 2. The following definitions and guidelines are used in the evaluation of faculty.

988 a. Excellence in teaching

989 1) St. Mary's College of Maryland expects its faculty members to be excellent teachers.
990 While many different teaching styles can lead to excellence in teaching, these are
991 some common elements that characterize excellent teachers.

992 2) Excellent teachers should:

993 a) show respect for all students and concern for their intellectual development.

994 b) have broad and deep knowledge of their disciplines and how those disciplines
995 relate to other fields.

996 c) demonstrate a commitment to teaching through an ongoing course development
997 and revision process that includes articulation of clear course goals, flexibility and
998 experimentation in approach, and critical self-reflection in the evaluation of
999 course outcomes. That commitment should extend to the broader curricular
1000 goals of the academic programs with which they are involved.

1001 d) have the ability to communicate effectively and encourage students to actively
1002 engage with diverse ideas both in and out of the classroom.

1003 e) encourage students to think critically about and clearly express their ideas
1004 throughout their intellectual life.

1005 f) set high standards that help foster both student achievement and independent
1006 thought.

1007 g) demonstrate concern for students by providing clear expectations and fair,
1008 timely, and thorough feedback when evaluating student work.

1009 h) Take an active role in advising. This process should demonstrate knowledge of
1010 relevant college policies and procedures, provide students guidance in course
1011 selection, be informed by student interests and goals, and address post-
1012 graduation academic and career decisions.

1013 b. Professional, scholarly, and/or creative achievement

1014 1) All faculty are expected to be professionally active and to keep abreast of
1015 developments within their field. Professional achievements contribute to the
1016 intellectual development of the person and enhance their teaching in the field. To
1017 further these teaching goals, the involvement of students in these professional

- 1018 activities is encouraged where possible. Professional work that extends the
1019 availability of the discipline to a wider audience is also valued.
- 1020 2) Professional, scholarly, and creative work should receive recognition from
1021 professional peers beyond the campus. Such recognition may consist of the
1022 publication of articles by recognized professional, peer reviewed journals or by
1023 respected national journals, magazines, or newspapers, or in the publication of
1024 books of an intellectual nature by reputable publishers. It may also consist of the
1025 presentation of artistic, literary, dramatic, or musical creations or performances in
1026 galleries and theaters and reviews of these artistic, literary, dramatic, or musical
1027 creations or performances by respected critics in leading publications. Other forms
1028 of recognition exist and may be used, as appropriate, to evaluate the individual
1029 faculty member's scholarship.
- 1030 c. Service to the College and the Community
- 1031 1) As part of their service to the College, faculty members are expected to be active
1032 participants in the life of the College. Faculty members are expected to conduct
1033 themselves professionally and to accept their fair share of the department's and
1034 College's administrative workload. In addition, faculty members may contribute to
1035 the administration of cross-disciplinary study areas. Because such work functions to
1036 further the mission of the College as a whole, departments have the responsibility
1037 to consider it as equally important as departmental administration. Faculty
1038 members should contribute to the well being of the College and its students and
1039 personnel by participating in activities and programs that improve the functioning of
1040 the institution and enhance life at the College.
- 1041 2) Service activities may include the following:
- 1042 a) Service on standing or ad hoc committees of the College and/or the Faculty
1043 Senate.
- 1044 b) Participation in the formulation of courses and programs.
- 1045 c) Participation in institutional self-study and evaluation programs.
- 1046 d) Participation in recruitment of faculty.
- 1047 e) Organization of, or active participation in, programs that enhance the cultural or
1048 intellectual life at the College or in the wider community.
- 1049 f) Organization of, or active participation in, social, charitable, or educational
1050 programs at the College or in the wider community.
- 1051 g) Work in alumni relations, student recruitment, and College advancement.
- 1052 h) Contributions to extracurricular programs or activities that enhance student
1053 development.
- 1054 i) Work involved in international programs and study abroad.
- 1055 E. Expected Achievements of Faculty at Various Evaluations
- 1056 1. Pre-tenure Contract Renewal
- 1057 a. At the time of this evaluation, the faculty member should have made significant
1058 progress towards achieving excellence in teaching. It is also expected that the faculty
1059 member will have begun to implement a program of scholarly, professional and/or
1060 creative activities and service to the College. Although the faculty member will be
1061 evaluated in all three areas, primary importance will be given to the person's teaching.
1062 Persons who are not professionally competent or who fail to demonstrate continued
1063 significant progress towards teaching excellence, professional activity and service should

- 1064 not be reappointed. Faculty members who have not completed the work for the
1065 appropriate terminal degree generally will not be reappointed.
- 1066 2. Tenure and Promotion to Associate Professor
- 1067 a. In this evaluation the faculty member's teaching; professional, scholarly, and/or creative
1068 achievements; and service to the College will be assessed. For the granting of tenure,
1069 the faculty member must be an excellent teacher. Scholarly and creative
1070 accomplishments must be of high quality and recognized by professional peers beyond
1071 the campus. Service to the College must be of high quality. All achievements must be
1072 consistent with the expectations by the College spelled out in the pre-tenure
1073 evaluations.
- 1074 3. Promotion to Professor
- 1075 a. Tenured faculty members are expected to continue to develop as teachers, scholars,
1076 and members of the college community throughout their careers. For promotion to
1077 professor, the faculty member must continue to be an excellent teacher, and
1078 demonstrate continuing high-quality professional activity recognized outside the
1079 College. Service to the College should be of superior quality and include leadership
1080 roles. The faculty member's progress should be consistent with the expectations by the
1081 College spelled out in earlier evaluations.
- 1082
- 1083 F. The Evaluation Process for Pre-tenure Contract Renewal, Tenure and Promotion of Faculty
- 1084 1. The faculty evaluation process is established for the evaluation of all full-time faculty
1085 members for the purposes of pre-tenure contract renewal, the awarding of tenure, and
1086 promotion to higher rank. The chain of evaluation is as follows: the program chair or
1087 coordinator makes a recommendation to the College Evaluation Committee. This committee
1088 makes a recommendation to the Dean of Faculty who, in turn makes a recommendation to
1089 the President. The President recommends an action to the Academic Affairs Committee of
1090 the Board of Trustees and the Board of Trustees makes the final decision.
- 1091 2. Confidentiality of the Process and Conduct of Participants in the Process
- 1092 a. Committees and individuals involved in the evaluation process have the right and the
1093 responsibility to conduct their deliberations without outside interference.
- 1094 b. Participants in the evaluation process must observe strict confidentiality at each step.
1095 Discussions about a candidate may only involve those with direct knowledge of the
1096 content of the faculty member's file.
- 1097 c. Faculty members shall be notified of all decisions that concern them and will be
1098 informed of the reasons for each decision.
- 1099 d. Upon written request by a faculty member or an officer or committee involved in the
1100 evaluation process, the Faculty Senate shall investigate any allegations of violations of
1101 procedures.
- 1102 3. Timetable of the Evaluation Process
- 1103 a. Pre-tenure Contract Renewal
- 1104 1) The following timetable applies to persons who are appointed to tenure track
1105 positions at the entry level. For faculty members who are credited with previous
1106 teaching experience appropriate adjustments will be made as described in the
1107 appointment letter.
- 1108 a) The pre-tenure evaluation will be conducted during the fifth semester of the
1109 faculty member's employment at the College.

- 1110 b) The faculty member must have his/her evaluation file submitted to the program
1111 chair or coordinator prior to the start of his/her fifth semester.
- 1112 c) Following the formal pre-tenure review in the third year, the program chair or
1113 coordinator will discuss with the faculty member the expectations for tenure as
1114 outlined in the program letter.
- 1115 2) Tenure and Promotion to Associate Professor
- 1116 3) The evaluation for granting of tenure and simultaneous promotion to associate
1117 professor will typically occur in the faculty member's eleventh semester at the
1118 College, unless an earlier time is agreed to by the Dean of Faculty or an extension
1119 has been granted. Pre-tenure sabbatical time is included in this count. Leave of
1120 absence may also be included in this count.
- 1121 4) The faculty member must have his/her evaluation file submitted to the Program
1122 Evaluation Committee chair by a time determined by the Dean of Faculty.
- 1123 b. Promotion to Professor
- 1124 1) As early as the eleventh semester following receipt of tenure and promotion to
1125 associate professor, a faculty member may make application to the program chair or
1126 coordinator to be promoted to professor. This time includes any time on sabbatical
1127 from the College. This time may include leaves of absence.
- 1128 4. The Evaluation Process
- 1129 a. Review of candidates for reappointment, tenure, and promotion is conducted by the
1130 following groups and individuals, in the specified order. The specific purpose of each
1131 group or individual is to evaluate the performance of the faculty member under review,
1132 and make recommendations on contract renewal, tenure, or promotion.
- 1133 b. Program Evaluation Committee (PEC)
- 1134 1) Composition of the PEC
- 1135 a) For faculty with an appointment to an academic department, the PEC comprises
1136 tenured faculty in the department.
- 1137 b) For faculty appointments within a cross-disciplinary program, the steering
1138 committee shall be responsible for forming a PEC, comprised by at least three
1139 tenured faculty affiliated with the program.
- 1140 c) For joint appointments to two or more academic programs, the PEC will consist
1141 of all faculty members in each program's respective PEC.
- 1142 d) The chair of the PEC shall be the chair or coordinator of the academic
1143 department or cross-disciplinary program. If the program chair or coordinator is
1144 not tenured or is standing for tenure or promotion, or in the case of joint
1145 appointments, the PEC will elect a chair from within its members.
- 1146 e) A PEC will contain no fewer than three members. If a program contains fewer
1147 than three tenured faculty members eligible to serve on the PEC, the person
1148 under review shall submit the names of tenured faculty members from other
1149 programs to serve on the PEC and the Dean of Faculty shall appoint from this list.
- 1150 2) Procedures for the PEC
- 1151 a) It is the responsibility of members of the PEC to participate in a thorough and
1152 balanced evaluation of their colleagues. All tenured members should acquire
1153 knowledge of the candidate's teaching, through discussions about teaching with
1154 the candidate, review and discussion of teaching materials, or classroom
1155 observations. The PEC chair will collaborate with the senior faculty and the

- 1156 candidate to arrange pedagogical discussions or review of course materials. The
1157 PEC chair may request, in the semester prior to a formal review (for pre-tenure,
1158 tenure or promotion), to schedule one to three (total) classroom visitations by
1159 members of the PEC. The PEC chair and the candidate will work together to find
1160 mutually acceptable times for the visits. Faculty should also acquaint
1161 themselves with the candidate's professional work and service to the College by
1162 reviewing the candidate's evaluation file.
- 1163 b) An evaluative meeting of the PEC will be convened to discuss the candidate's file.
1164 Voting procedures for the PEC will be as follows.
- 1165 i) Voting on motions will be by secret ballot.
- 1166 ii) Votes will be written, with two possible votes (yea, nay) as specified in
1167 Roberts Rules of Order. Abstentions will count as absent votes, also as
1168 specified in Robert's Rules of Order. Thus, a motion will pass if and only if a
1169 candidate receives a positive majority of the yea-nay votes.
- 1170 iii) At all evaluation levels, a vote shall be taken on a motion to recommend the
1171 candidate for contract renewal, tenure and promotion, or promotion as
1172 appropriate.
- 1173 c) Following this evaluative meeting, the PEC chair will write a letter summarizing
1174 the results of the meeting. The letter must reflect both the majority and minority
1175 opinions of the tenured faculty, including all votes cast.
- 1176 d) The letter will be circulated to all tenured members of the PEC not on sabbatical
1177 for review and approval.
- 1178 e) The letter will be delivered to the faculty member and a copy to the Office of the
1179 Dean of Faculty.
- 1180 f) The faculty member under review will have one week after receiving the PEC
1181 chair's letter to submit a written response (if desired) to that letter prior to
1182 advancement of the faculty member's file to the College Evaluation Committee.
1183 This response will be attached to the recommendation of the department chair
1184 and will be added to the evaluation file by the PEC chair.
- 1185 g) The evaluation file will be delivered to the Office of the Dean of Faculty and the
1186 PEC chair's letter and any response to that letter will be placed in the faculty
1187 member's evaluation file.
- 1188 c. College Evaluation Committee (CEC)
- 1189 1) Composition of the CEC
- 1190 a) The CEC shall be comprised of seven tenured faculty members. No two faculty
1191 members serving on this committee may have appointments in the same
1192 academic program. Members of this committee serve three-year terms with two
1193 or three members elected annually at a spring semester faculty meeting.
- 1194 b) No chairs or coordinators or members of the administration may serve on this
1195 committee.
- 1196 c) A faculty member may serve on this committee for no more than two
1197 consecutive terms. Should a committee member leave the committee, the
1198 Faculty Senate will appoint a replacement. Replacements to the committee shall
1199 serve for the duration of the unexpired term.

- 1200 d) Persons under evaluation for professor must resign from the CEC before
1201 participating in any promotion to professor reviews. In the case of a resignation,
1202 the Faculty Senate shall elect a replacement to serve out the unexpired term.
- 1203 2) Procedures for the CEC
- 1204 a) The CEC will review pre-tenure and tenure files in the fall semester, and
1205 promotion files in the spring semester.
- 1206 b) The CEC shall limit its discussions regarding a faculty member standing for
1207 promotion or tenure to materials included in the evaluation file. Unsubstantiated
1208 comments are not acceptable items for discussion.
- 1209 c) If any member of a PEC is also serving on the CEC, he or she may not be present
1210 for discussion or vote in the CEC's evaluation of the faculty member from his or
1211 her program.
- 1212 d) If a CEC member communicates any information not present in the evaluation
1213 file, he or she must submit this information in writing to the CEC and a copy to
1214 the faculty member. The faculty member may respond to this in writing to the
1215 CEC within five working days.
- 1216 e) If there are any questions regarding the file the CEC may request, in writing,
1217 further clarification from the PEC. The clarifications from the PEC must be
1218 returned to the CEC in writing. The CEC will ensure that these written
1219 communications are placed in the evaluation file.
- 1220 f) Voting procedures for the CEC will be as follows.
- 1221 i) Voting on motions will be by secret ballot.
- 1222 ii) Votes will be written, with two possible votes (yea, nay, abstain) as specified
1223 in Roberts Rules of Order. Abstentions will count as absent votes, also as
1224 specified in Robert's Rules of Order. Thus, a motion will pass if and only if a
1225 candidate receives a positive majority of the yea-nay votes.
- 1226 iii) At all evaluation levels, a vote shall be taken on a motion to recommend the
1227 candidate for contract renewal, tenure and promotion, or promotion as
1228 appropriate.
- 1229 iv) Any member of the College Evaluation Committee can call for a re-vote
1230 prior to the end of the deliberations and the communication of the decision
1231 to the Dean of Faculty.
- 1232 g) The final recommendation of the CEC together with reasons and vote will be
1233 communicated in writing to the Dean of Faculty, the faculty member under
1234 review, and the chair of the PEC.
- 1235 h) The faculty member under review will have one week after receiving the CEC's
1236 letter to submit a written response (if desired) to that letter prior to
1237 advancement of the faculty member's file to the Dean of Faculty. This response
1238 will be attached to the recommendation of the CEC and will become part of the
1239 faculty member's file.
- 1240 i) The CEC will keep a confidential record of its meetings. The record will include
1241 dates and times of its meetings, names of persons present, items discussed,
1242 action taken and the record of such decisions on tenure and promotion of faculty
1243 members. The chair will appoint a secretary at each meeting, and the minutes of
1244 the meeting will be available only to the members of the CEC. A copy of such
1245 minutes will be submitted to the Office of the Dean of Faculty.

- 1246 j) The CEC will elect its own chair and establish its own procedures governing its
1247 own internal functioning, but will not establish any evaluative guidelines. These
1248 procedures must be approved by the Faculty Senate.
- 1249 d. Dean of Faculty
- 1250 1) The Dean of Faculty will review the file, all prior recommendations, and all written
1251 responses by the faculty member. The Dean of Faculty's recommendation, together
1252 with reasons, will be communicated in writing to the president of the College, the
1253 faculty member under consideration, and the chairs of the PEC and CEC. The letter
1254 will become part of the evaluation file.
- 1255 2) The faculty member under review will have one week after receiving the Dean of
1256 Faculty's letter to submit a written response (if desired) to that letter prior to the
1257 advancement of the file to the President. This response will be attached to the
1258 recommendation of the Dean of Faculty and will become part of the faculty
1259 member's file.
- 1260 3) If the faculty member determines that there are grounds for appealing the Dean of
1261 Faculty's recommendation, the faculty member may request a review of the case
1262 through the appeals process. If so, the faculty member must request in writing the
1263 appeal within one week from receipt of the Dean of Faculty's recommendation. The
1264 faculty member under review will have one week after receiving the dean of
1265 faculty's letter to submit a written response (if desired) to that letter prior to the
1266 advancement of the file to the president. This response will be attached to the
1267 recommendation of the dean of faculty and will become part of the faculty
1268 member's file. At this point, the faculty member may also request a review of the
1269 case through the appeals process. If so, the faculty member must request in writing
1270 the appeal within one week from receipt of the dean of faculty's recommendation.
1271 The faculty member and the dean of faculty will then have two weeks to form a
1272 special Appeals Committee. The Appeals Committee shall consist of three tenured
1273 faculty members, with one member chosen by the faculty member filing the
1274 appeal, the second one chosen by the dean of faculty, and a third person
1275 acceptable to both parties. The Appeals Committee shall review the case and make
1276 a written recommendation on the merits of the appeal to the president and to the
1277 faculty member. The letter will become part of the evaluation file.
- 1278 4) Each year, the Dean of Faculty will establish deadlines for the various steps in the
1279 evaluation process.
- 1280 5) The Dean of Faculty is responsible for placing all letters from evaluative groups in
1281 the faculty member's evaluation file and is responsible for establishing procedures
1282 to ensure the security of the evaluation file.
- 1283 e. President
- 1284 1) The President shall review the file, all previous recommendations, and written
1285 responses by the faculty member. The President's recommendation, together with
1286 reasons, will then be communicated in writing to the Academic Affairs Committee of
1287 the Board of Trustees and to the faculty member. All other recommendations from
1288 the PEC, CEC, and Dean of Faculty, as well as all written responses will also be
1289 forwarded to the Academic Affairs Committee of the Board of Trustees.

- 1290 2) The faculty member under review will have one week after receiving the President’s
1291 letter to submit a written response (if desired) to that letter prior to consideration
1292 of the case by the Academic Affairs Committee of the Board of Trustees.
- 1293 f. Board of Trustees
- 1294 1) The Board of Trustees issues the final decision relating to appointments,
1295 reappointments, salaries, promotions, tenure, and dismissals.
- 1296 2) The Academic Affairs Committee of the Board of Trustees will review the
1297 recommendations of the President, along with the recommendations of the other
1298 evaluators and committees involved in the faculty evaluation process.
- 1299 3) The Academic Affairs Committee will present its recommendations to the full Board
1300 of Trustees for action. All recommendations and responses will be available to the
1301 board.
- 1302 4) When the Board of Trustees has made its decision, the faculty member will be
1303 notified in writing of the decision of the board.
- 1304 G. Materials for the Evaluation File
- 1305 1. Evaluation for pre-tenure contract renewal, tenure and promotion require preparation of an
1306 evaluation file. A clear and concise evaluation file is preferable to one containing
1307 redundancies. The faculty member is responsible for assembly of this file and is the only
1308 individual who can place materials in the file except for evaluative letters (and responses, if
1309 any, to such letters) prepared by the PEC, CEC, Dean of Faculty, President and the Board of
1310 Trustees, and the transmittal memorandum for external letters where applicable (see 7.b.
1311 below). The Office of the Dean of Faculty is responsible for seeing that letters are placed in
1312 the file at the appropriate times in the process. The evaluation file is distinct from the
1313 personnel file. Only those materials listed below may be included in an evaluation file and
1314 they must be presented in the order given.
- 1315 a. Tenure. The tenure file is intended to primarily describe the achievements of the faculty
1316 member from the time of hiring in a tenurable position at St. Mary’s College of
1317 Maryland up to the time of the tenure evaluation. Thus, materials from the pre-tenure
1318 contract renewal file should be included in the tenure file as indicated below.
- 1319 1) In situations where the faculty member has had the case deferred, all materials
1320 from the initial tenure file will remain in the file. The deferral letter will clearly
1321 communicate which materials must be updated or added for the next year’s review.
- 1322 b. Promotion to Professor. The promotion file is intended to reflect the accomplishments
1323 of the faculty member across his or her career, but is a new file rather than a
1324 continuation of the tenure file. Thus, materials from previous reviews should not be
1325 included in the promotion file.
- 1326 c. The specific materials to be included in a faculty member’s file when evaluated for
1327 contract renewal, tenure, or promotion are noted in the matrix below.
- 1328 1) “R” indicates that this item or category of materials is required in the file at that
1329 milestone.
- 1330 2) “O” indicates the item or category of materials is optional at that milestone but may
1331 be included in the file if applicable or desired.
- 1332 3) “—” indicates the item or category of items should not be included in the file at that
1333 milestone.
- 1334
- 1335

Item/Category of Materials	Pre-tenure Contract Renewal	Tenure and Promotion to Associate*	Promotion to Professor
1. Recommendations from Evaluators	R	R	R
2. Current CV	R	R	R
3. Self-Report	R	R	R
4. CDSA Participation	O	O	O
5. Colleague Evaluations	O	O	O
6. Student Evaluations	O	O	O
7. External Letters	--	R [†]	R
8a. Classroom Teaching Evaluations	R	R	R
8b. Narrative Teaching Evaluations	--	R	R
8c. Course Materials	R	R	R
8d. Advising Materials	R	R	R
9. Scholarly or Creative Materials	R	R	R
10a. Service Material	R	R	R
10b. Service Letter	--	--	R

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2. Recommendations from Evaluators

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- a. Following an evaluation, letters by groups involved in the faculty evaluation process will be added to the faculty member's evaluation file by the Office of the Dean of Faculty and will be placed before the CV.

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3. A Current CV

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- a. There will be no limit on the number of pages for the CV, but detailed descriptions of the faculty member's courses and service may be more appropriately included in sections 8 or 10 below, or in the comprehensive self-report.

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4. A Comprehensive Self-Report

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- a. In this report the faculty member reflects on his or her teaching; scholarly, professional and/or creative activities; service to the College; and goals for the future. The report should go beyond the information presented in the CV, and provide an introduction and context for the teaching materials (section 8), scholarly materials (section 9), and service materials (section 10). The suggested maximum length for this self-report is 3000 words.

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5. Cross-disciplinary Study Area Participation

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- a. Faculty members who have significant participation in cross-disciplinary study areas, may elect to have a letter of evaluation from the coordinator or from another

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* The tenure file must include both newly prepared material and material from the pre-tenure contract renewal file for all items/categories except the CV.

† Required for faculty members hired after **adoption of these bylaws**; optional for faculty members hired before that date.

- 1355 participant of the relevant area(s) included in the pre-tenure review, tenure, promotion,
1356 and/or post-tenure review evaluation file.
- 1357 6. Colleague Evaluation Letters
- 1358 a. The candidate may elect to include letters of evaluation prepared by colleagues that can
1359 focus on any area of a candidate's performance about which the evaluator is well
1360 informed. These letters can be solicited from junior or senior faculty within the College
1361 community, or professionals in the field, and can focus on a person's scholarship,
1362 teaching, service or other features of the faculty member's professional performance.
1363 These letters are not required for evaluation at any level, and are most likely to be
1364 helpful when they come from faculty members who are outside the candidate's
1365 Program Evaluation Committee.
- 1366 7. Student Evaluation Letters
- 1367 a. The candidate may elect to include letters of evaluation from students with whom the
1368 candidate has interacted in any capacity. These may include former students or
1369 advisees. Students should not be asked for a letter while they are currently taking a
1370 class from the candidate. These letters are not required for evaluation at any level, and
1371 are most useful when they address the candidate's work with students outside the
1372 typical classroom experience.
- 1373 8. External Letters
- 1374 a. In the case of an individual standing for tenure, and an individual standing for
1375 promotion to professor, two letters assessing the candidate's scholarship must be
1376 solicited from beyond the College community. The faculty member in consultation with
1377 the department chair, will compile a list of at least four professional peers from outside
1378 the College. The dean of faculty will select two people from the list and will request each
1379 to evaluate the faculty member's scholarship.
- 1380 9. Materials Documenting Teaching
- 1381 a. Classroom Teaching Evaluations (College's approved student evaluations)
- 1382 1) Instructor reports of the College's approved student evaluations must be included in
1383 the evaluation file for all semesters for both reappointment and tenure, and for the
1384 semesters since tenure to promotion to Professor. Student comments should not be
1385 included on these reports. Additional evaluations generated by the instructor for
1386 personal assessment purposes must not be included here.
- 1387 b. Narrative Evaluations of Teaching by Students
- 1388 1) The purpose of the narrative evaluations is to obtain a comprehensive picture of the
1389 faculty member's teaching ability. In two out of the three semesters preceding the
1390 evaluation (for tenure or for promotion to professor only), students in each of the
1391 faculty member's classes will be asked to submit a written statement concerning the
1392 person's teaching ability. The faculty member may request these narrative
1393 evaluations from students in any two of the three semesters preceding his/her
1394 evaluation but all courses must be evaluated in each of the two semesters selected.
1395 . All narrative evaluations from each class must be included in the evaluation file.
1396 The person administering the narrative evaluations will be either the program chair,
1397 coordinator, or a teaching colleague, and such person will inform students of the
1398 purpose of the evaluation and of the way in which the collected information will be
1399 used. The statements will be added to the evaluation file.
- 1400 c. Course Material

- 1401 1) Because of the high value that St. Mary's places on teaching and the ability to
1402 understand a faculty member's approach to teaching through classroom materials,
1403 the candidate should select a representative number of documents such as syllabi
1404 and assignments to include in the file. This small portfolio should avoid repetition of
1405 documents that are very similar or the same, show how the candidate's pedagogical
1406 approaches have evolved over time, and give a sense of the breadth of classes
1407 taught (for example, where applicable, both upper- and lower-level courses, and
1408 experimental and cross-disciplinary study area courses).
- 1409 d. Advising
- 1410 1) In the semester preceding the evaluation, the advisees of the faculty member will
1411 fill out a questionnaire concerning their advising experiences. The chair or
1412 coordinator of the program will administer the questionnaire and a summary of this
1413 information will be placed in the evaluation file.
- 1414 10. Materials Documenting Scholarly, Professional and/or Creative Activities may include:
- 1415 a. scholarly publications;
- 1416 b. papers presented at professional meetings;
- 1417 c. articles on creative and intellectual topics in journals, magazines, or newspapers;
- 1418 d. documentation of exhibitions, creations, performances, and presentations;
- 1419 e. additional material such as announcements or reviews relevant to a person's literary,
1420 artistic, dramatic and musical creations, exhibitions, performances and presentations;
- 1421 f. writings on educational issues; textbooks and other books of an intellectual character
1422 authored or edited by the person;
- 1423 g. documentation concerning the development and organization of scholarly symposia,
1424 conferences, or other events that enhance the intellectual life at or outside the College
1425 and concerning addresses delivered at such events;
- 1426 h. consulting or adjudicating reports of a professional nature and reviews of professional
1427 work;
- 1428 i. external grant proposals; information concerning study or training that expands the
1429 competence of the faculty member into new areas;
- 1430 j. information regarding other expressions of continuing professional involvement and
1431 growth;
- 1432 k. documentation of recognition by peers at or outside the College of the faculty
1433 member's professional work; and
- 1434 l. other information that the faculty member deems pertinent.
- 1435 11. Materials Documenting Service
- 1436 a. Service Material
- 1437 1) Any materials that the faculty member deems to be pertinent may be included,
1438 particularly those that support themes discussed in the self-report. These materials
1439 may include committee reports written entirely or in part by the candidate, awards
1440 for college service, unsolicited letters, brochures or other material evidence of
1441 service, etc.
- 1442 b. Service Letter
- 1443 1) For promotion to professor only, each candidate's file must include one letter from
1444 a faculty or staff member, supervisor, professional colleague, or other collaborator
1445 (within or outside the College community) that documents the candidate's
1446 contribution to a particular service activity or set of activities. Generally, the

1447 candidate should choose the most significant and/or relevant service activity to be
1448 represented by this letter. Multiple letters are acceptable if there are multiple
1449 activities that the candidate feels should be highlighted; but an excessive number of
1450 letters should not be included.

1451 12. Materials Not to be Included in the Evaluation File

1452 a. The evaluation file must not contain yearly self-reports, employment contracts,
1453 duplicates of documents (e.g. page proofs in addition to the published article), or raw
1454 data from supplemental self-designed classroom teaching evaluations (i.e., the actual
1455 response forms).

1456 H. Five-year Post-tenure Review Evaluation Process

- 1457 1. The purpose of the five-year post tenure review is to assure that tenured faculty members
1458 are growing as teacher-scholars and contributing to the welfare of the College community.
1459 2. The first five-year review will take place in the 11th semester after receipt of tenure and
1460 every five years thereafter.
1461 3. The faculty member under review will compile an evaluation file documenting
1462 accomplishments in the areas of teaching, scholarship and service. The file must include a
1463 current CV, comprehensive self- report, College-approved student evaluations, course
1464 material, materials documenting scholarly, professional and/or creative activities, and
1465 materials documenting service to the College.
1466 4. The Dean of Faculty will review the file and meet with the faculty member. The Dean of
1467 Faculty will communicate in writing the decision regarding the merit evaluation award to the
1468 faculty member under consideration. The letter will become part of the evaluation file.
1469 5. The faculty member under review will have one week after receiving the Dean of Faculty's
1470 letter to submit a written response (if desired) to that letter to the President. This response
1471 will be attached to the decision of the Dean of Faculty and will become part of the faculty
1472 member's file.
1473 6. The President shall review the file, the decision of the Dean of Faculty and the faculty
1474 member's letter of response to the Dean of Faculty. The President will make the final
1475 decision regarding the evaluation and communicate this decision in writing to the faculty
1476 member.
1477 7. Should a faculty member elect to be considered for promotion to professor at the time that
1478 the five-year review would take place, that evaluation will replace the five-year review.
1479 However, the faculty member will still be eligible for the five-year review merit award in
1480 addition to the promotion merit award.

1481 I. Evaluation Process of Faculty on Lecturer or Term or Visiting or Adjunct Appointments

1482 1. Program chairs or coordinators are responsible for reviewing the performance of faculty
1483 members on lecturer, term, visiting or adjunct appointments. They should regularly review
1484 the student evaluations of these faculty members and meet with them to discuss the
1485 results. Persons who are not professionally competent or who lack effective teaching skills
1486 should not be reappointed. Recommendations are made directly the Dean of Faculty.

1487 J. Policy and Procedures on Appointment, Promotion, and Tenure of Library Faculty

1488 1. Introduction

1489 a. Librarians at St. Mary's College of Maryland (SMCM) hold faculty status and as such are
1490 colleagues with the academic teaching faculty in pursuit of the mission of the College.
1491 SMCM librarians use professional, scholarly, and disciplinary knowledge in a variety of
1492 ways: selecting, acquiring, and organizing scholarly information; teaching in both formal
1493 and informal settings; and providing management of staff and resources in order to

- 1494 facilitate access to scholarly information and library services for all members of the
1495 campus community.
- 1496 b. The SMCM librarians must remain professionally informed, contribute to the
1497 development of ideas and knowledge in their fields of expertise, participate in
1498 opportunities to share and discuss that knowledge, and seek opportunities for service in
1499 the Library, on campus, with our state consortium, and nationally.
- 1500 c. The policies and procedures outlined below describe the process whereby librarians
1501 obtain their rank at appointment, are promoted, earn tenure or emeritus status, and
1502 receive professional leave at the College. This document applies to all librarians holding
1503 the ranks of Instructor, Assistant Librarian, Associate Librarian, or Librarian. Contractual
1504 librarians are not eligible for tenure, but may receive a rank.
- 1505 2. Types of Appointments
- 1506 a. Temporary appointments of individuals include the following titles: visiting, term, and
1507 adjunct. The rank of temporary librarians will be determined using the same criteria for
1508 appointing tenure or tenure-track librarians to a rank, with the exception of criteria for
1509 service to the College.
- 1510 b. Tenure-track. A person appointed to a tenure-track position receives probationary
1511 employment that may lead to tenure, subject to the procedures, guidelines, and
1512 standards described in this document.
- 1513 c. Tenured. Persons who have been granted tenure may expect continuous employment
1514 at St. Mary's College of Maryland subject to the conditions outlined in the Faculty By-
1515 Laws.
- 1516 d. Emeritus and Emerita Rank. The rank of Librarian Emeritus or Librarian Emerita is a
1517 distinct honor that may be conferred only upon those librarians who retire from the
1518 College, after having distinguished themselves through sustained high quality of
1519 librarianship and service to students, service to the College, and scholarly, professional
1520 and/or creative achievement. The rank exists to recognize outstanding accomplishment
1521 and loyalty to the College and to provide the opportunity for continuing institutional
1522 affiliation after formal retirement.
- 1523 e. Further details on appointment procedures can be found in Section II.F.4.c.,
1524 Appointment Types.
- 1525 3. Minimum Criteria for Appointing Librarians to a Rank
- 1526 a. Each full-time librarian at SMCM holds a functional position title based on his or her
1527 primary work assignment. In addition, each librarian holds a faculty rank commensurate
1528 with his or her level of professional experience and achievement. Expectations
1529 regarding librarianship, service, and professional achievement will vary from rank to
1530 rank. The higher the rank, the higher the level of expected proficiency. Meeting the
1531 following criteria for rank appointment is a necessary but not always a sufficient basis
1532 for appointment. When it is in the best interest of the College, any of the standards
1533 listed below may be waived to permit the appointment of individuals of distinguished
1534 achievement.
- 1535 b. Instructor
- 1536 1) Substantial progress towards a master's degree from an American Library
1537 Association accredited program or other appropriate terminal degree is usually
1538 required.
- 1539 2) Previous library experience is desirable.
- 1540 3) Strong evidence of potential for growth as a librarian.

- 1541 c. Assistant Librarian
- 1542 1) A master's degree from an American Library Association accredited program or
- 1543 other appropriate terminal degree is usually required.
- 1544 2) Previous library experience.
- 1545 3) Strong evidence of marked potential for growth as a librarian.
- 1546 d. Associate Librarian
- 1547 1) A master's degree from an American Library Association accredited program or
- 1548 other appropriate terminal degree.
- 1549 2) Completion of five years of successful librarianship at the college level as an
- 1550 Assistant Librarian or comparable rank.
- 1551 3) Excellence as a librarian.
- 1552 4) Professional achievement of high quality.
- 1553 5) Significant service to the College.
- 1554 e. Librarian
- 1555 1) A master's degree from an American Library Association accredited program or
- 1556 other appropriate terminal degree.
- 1557 2) Completion of at least five years at the rank of Associate Librarian.
- 1558 3) Demonstration of continued excellence as a librarian.
- 1559 4) Professional achievement of high quality, recognized by professional peers beyond
- 1560 the campus.
- 1561 5) Superior service to the College community, preferably in leadership roles.
- 1562 f. Further information about appointments may be found in Section IV.C, Conditions for
- 1563 Tenure-Track and Tenured Appointments.
- 1564 4. Standards for Evaluating Librarians for Pre-tenure Contract Renewal, Tenure, Promotion and
- 1565 Five-year Post-tenure Review
- 1566 a. The three basic criteria applied to librarian evaluation are excellence in librarianship;
- 1567 service to the College and the wider community; and scholarly, professional, and/or
- 1568 creative achievement. Librarianship of high quality in the area of assigned responsibility
- 1569 is of greatest importance and cannot be replaced by high achievement in other areas.
- 1570 b. The following definitions and guidelines are used in the evaluation of librarians.
- 1571 1) Excellence in Librarianship
- 1572 a) Librarianship at SMCM includes developing, providing access to, managing, or
- 1573 preserving the library's collections and instructing students, faculty, and others in
- 1574 the use of scholarly information resources and services. Librarians must
- 1575 demonstrate superior performance in their area(s) of assigned responsibility and
- 1576 must participate in the collaborative endeavors of librarianship. While librarians
- 1577 may carry out many different functions and roles, these are some common
- 1578 elements that characterize excellent librarians working at a teaching-focused
- 1579 primarily undergraduate institution.
- 1580 b) Excellent librarians should:
- 1581 i) Show respect for all students and concern for their intellectual
- 1582 development.
- 1583 ii) Have broad and deep knowledge of librarianship and how it relates to other
- 1584 disciplines.
- 1585 iii) Demonstrate a commitment to librarianship through an ongoing
- 1586 professional development process that includes flexibility, experimentation
- 1587 and critical self-reflection.
- 1588 iv) Have the ability to communicate effectively and encourage students to
- 1589 actively engage with diverse ideas both in and out of the classroom.

- 1590 v) Encourage students to think critically about and clearly express their ideas
1591 throughout their intellectual life.
- 1592 vi) Take an active role in advising. This process should demonstrate knowledge
1593 of relevant college policies and procedures, provide students guidance in
1594 course selection, be informed by student interests and goals, and address
1595 post-graduation academic and career decisions.
- 1596 c) Demonstrated excellence in librarianship may include, but is not limited to, the
1597 following:
- 1598 i) Acquiring additional graduate degrees bearing on the area of core
1599 responsibility.
- 1600 ii) Analyzing, cataloging, classifying, describing, or indexing library materials.
- 1601 iii) Continuing professional development.
- 1602 iv) Designing or developing new information resources.
- 1603 v) Developing instructional materials in print or electronic formats.
- 1604 vi) Instructing in the use of library materials and in support of information
1605 literacy goals and outcomes in collaboration with faculty in classes and at
1606 the Reference Desk.
- 1607 vii) Leading through administrative or project responsibilities.
- 1608 viii) Mentoring students and colleagues.
- 1609 ix) Organizing and retrieving information.
- 1610 x) Participating on committees or task forces within the library.
- 1611 xi) Selecting, evaluating, acquiring, or preserving library and archival materials.
- 1612 xii) Serving on University System of Maryland and Affiliated Institutions (USMAI)
1613 consortial committees, or on state, regional, or national committees of
1614 professional organizations.
- 1615 2) Service to the College and the Wider Community
- 1616 a) As part of their service to the College, librarians are expected
- 1617 i) to attend general faculty meetings as well as program meetings
- 1618 ii) to serve on standing committees or ad hoc committees of the College
1619 and/or the Faculty Senate
- 1620 iii) to participate in institutional self-study and evaluation programs
- 1621 iv) to attend faculty workshops and conferences, College convocations and
1622 commencement exercises
- 1623 v) to nominate candidates for degrees, honors and prizes
- 1624 vi) to help formulate courses and programs.
- 1625 b) Librarians are expected to conduct themselves professionally and to accept their
1626 fair share of the library's and College's administrative workload. Librarians
1627 should contribute to the wellbeing of the College and its students and personnel
1628 by participating in activities and programs that improve the functioning of the
1629 institution and enhance life at the College.
- 1630 c) Additional service activities may include, but are not limited to, the following:
- 1631 i) Preparing displays, newsletters, or publications for the College.
- 1632 ii) Participating in recruitment of faculty and staff.
- 1633 iii) Organizing, or active participation in, programs that enhance the cultural or
1634 intellectual life of the College or in the wider community.
- 1635 iv) Organizing, or active participation in, social, charitable, or educational
1636 programs at the College or in the wider community.
- 1637 v) Contributing to alumni relations, student recruitment, and college
1638 advancement.
- 1639 vi) Contributing to extra-curricular programs or activities that enhance student
1640 development.

- 1641 vii) Contributing to international programs and study abroad.
1642 viii) Serving on library committees outside usual area of responsibility.
- 1643 3) Scholarly, Professional, and/or Creative Achievement
- 1644 a) Scholarly, professional, and/or creative activities beyond the SMCM Library
1645 enhance the intellectual development of the librarian. These achievements are
1646 evidence of the ways in which librarians contribute to the development of the
1647 theory and/or practice of the profession.
- 1648 b) Contributions in this area may include, but are not limited to, the following:
- 1649 i) Acceptance of articles by recognized professional, peer-reviewed journals.
1650 ii) Acceptance of articles by respected national journals, magazines, or
1651 newspapers.
- 1652 iii) Publication of books or book chapters of an intellectual nature by reputable
1653 publishers.
- 1654 iv) Publication of digital projects and/or collections, software, web pages,
1655 and/or manuals.
- 1656 v) Service on editorial boards.
- 1657 vi) Publication of reviews.
- 1658 vii) Contributions to exhibitions, films, videos.
- 1659 viii) Awarding of grants, fellowships, prizes, or other awards.
- 1660 ix) Design of original plans.
- 1661 x) Presentation of papers, programs, or posters at scholarly or professional
1662 meetings.
- 1663 5. Expected Achievements of Librarians at Various Evaluations
- 1664 a. Pre-tenure Contract Renewal
- 1665 1) At the time of this evaluation, the candidate should have made significant progress
1666 towards achieving excellence in librarianship. It is also expected that the candidate
1667 will have begun to implement a program of service to the College and scholarly,
1668 professional and/or creative activities. Although the candidate will be evaluated in
1669 all three areas, primary importance will be given to the person's librarianship.
1670 Persons who are not professionally competent or who fail to demonstrate
1671 continued significant progress towards excellence in librarianship, service, or
1672 scholarly/professional/creative activity should not be reappointed. Librarians who
1673 have not completed the work for the appropriate terminal degree generally will not
1674 be reappointed.
- 1675 c. Tenure and Promotion to Associate Librarian
- 1676 1) In this evaluation, the candidate's librarianship, service, and scholarly, professional,
1677 and/or creative achievements will be assessed. For the granting of tenure and
1678 promotion to Associate Librarian, the candidate must be an excellent librarian.
1679 Scholarly, professional, and creative accomplishments must be of high quality and
1680 recognized by professional peers beyond the campus. Service to the College must be
1681 of high quality. All achievements must be consistent with the expectations by the
1682 College spelled out in the pre-tenure evaluations.
- 1683 d. Promotion to Librarian
- 1684 1) Librarians with tenure are expected to continue to develop as librarians, colleagues,
1685 and scholars throughout their careers. For promotion to Librarian, the candidate
1686 must continue to be an excellent librarian, and demonstrate continuing high quality
1687 professional activity recognized outside the College. Service to the College should
1688 be of superior quality and include leadership roles. The librarian's progress should
1689 be consistent with the expectations by the College spelled out in earlier evaluations.

- 1690 6. The Evaluation Process for Pre-tenure Contract Renewal, Tenure, and Promotion of
1691 Librarians
1692 a. The librarian evaluation process is established for the evaluation of all full-time
1693 librarians for the purposes of pre-tenure contract renewal, the awarding of tenure, and
1694 promotion to higher rank. The chain of evaluation is as follows: the Library Evaluation
1695 Committee makes a recommendation to the College Evaluation Committee who makes
1696 a recommendation to the Dean of Faculty who in turn makes a recommendation to the
1697 President. The President recommends an action to the Academic Affairs Committee of
1698 the Board of Trustees and the Board of Trustees makes the final decision.
1699 b. Confidentiality of the Process and Conduct of Participants in the Process
1700 1) Committees and individuals involved in the evaluation process have the right and
1701 the responsibility to conduct their deliberations without outside interference.
1702 2) Participants in the evaluation process must observe strict confidentiality at each
1703 step. Discussions about a candidate may only involve those with direct knowledge
1704 of the content of the librarian's file.
1705 3) Librarians shall be notified of all decisions that concern them and will be informed of
1706 the reasons for each decision.
1707 4) Upon written request by a librarian or an officer or committee involved in the
1708 evaluation process, the Faculty Senate shall investigate any allegations of violations
1709 of procedures.
1710 c. Timetable of the Evaluation Process
1711 1) Pre-tenure Contract Renewal
1712 a) The following timetable applies to persons who are appointed to tenure-track
1713 positions at the entry level. For librarians who are credited with previous
1714 experience in librarianship, appropriate adjustments will be made as described in
1715 the appointment letter.
1716 b) The pre-tenure evaluation will be conducted during the fifth semester of the
1717 librarian's employment at the College.
1718 c) The librarian must have his/her evaluation file submitted to the library director
1719 by August 15th prior to the start of his/her fifth semester.
1720 d) Following the formal pre-tenure evaluation in the third year, the library director
1721 will discuss with the librarian the expectations for tenure as outlined in the
1722 program letter.
1723 2) Tenure and Promotion to Associate Librarian
1724 a) The evaluation for granting of tenure and simultaneous promotion to associate
1725 librarian will typically occur in the librarian's twelfth semester at the College,
1726 unless an earlier time is agreed to by the Dean of Faculty or an extension has
1727 been granted. Pre-tenure sabbatical time is included in this count. Leave of
1728 absence may also be included in this count.
1729 b) The librarian must have his/her evaluation file submitted to the library director
1730 by a time determined by the Dean of Faculty.
1731 3) Promotion to Librarian
1732 a) As early as the twelfth semester following tenure and promotion to Associate
1733 Librarian, a librarian may make application to the library director to be promoted
1734 to Librarian. This time includes any time on sabbatical from the College. This
1735 time may include leaves of absence.
1736 d. The Evaluation Process
1737 1) Review of candidates for reappointment, tenure, and promotion is conducted by the
1738 following groups and individuals, in the specified order. The specific purpose of each

- 1739 group or individual is to evaluate the performance of the faculty member under
1740 review, and make recommendations on contract renewal, tenure, or promotion.
- 1741 2) Library Evaluation Committee (LEC)
- 1742 a) Composition of the LEC
- 1743 i) In the case of pre-tenure contract renewals, awarding of tenure, and of
1744 promotion, the library director shall convene a meeting of the Library
1745 Evaluation Committee (LEC), which is comprised of librarians with tenure.
1746 The specific purpose of the LEC is to evaluate the performance of any
1747 librarian under review and make recommendations on contract renewal,
1748 tenure, or promotion.
- 1749 ii) The LEC will contain no fewer than three members. If there are no more
1750 than two librarians with tenure, the person under review shall submit the
1751 names of six faculty members from other departments to serve on the LEC
1752 and the Dean of Faculty shall appoint from this list.
- 1753 iii) If the library director is standing for tenure or promotion, the responsibility
1754 for convening the LEC and preparing the recommendation for the Dean of
1755 Faculty will fall to a librarian with tenure appointed by the Dean of Faculty.
- 1756 b) Procedures for the LEC
- 1757 i) It is the responsibility of the librarians with tenure and of the library director
1758 to participate in a thorough and balanced evaluation of their colleagues. All
1759 librarians with tenure and the library director should acquire knowledge of
1760 the candidate's librarianship, through discussions about librarianship with
1761 the candidate, review and discussion of library-related materials, or
1762 observations. The library director will collaborate with the senior faculty
1763 and the candidate to arrange pedagogical discussions or review of materials.
1764 The library director may request, in the semester prior to a formal review
1765 (for pre-tenure contract renewal, tenure, or promotion), to schedule one to
1766 three (total) observational visits by the library director or other senior
1767 faculty. The library director and the candidate will work together to find
1768 mutually acceptable times for the visits. Senior faculty should also acquaint
1769 themselves with the candidate's professional work and service to the
1770 College by reviewing the candidate's evaluation file.
- 1771 ii) An evaluative meeting of the LEC will be convened to discuss the
1772 candidate's file. Voting procedures for the LEC will be as follows.
- 1773 (a) Voting on motions will be by secret ballot.
- 1774 (b) Votes will be written, with two possible votes (yea, nay) as specified in
1775 Robert's Rules of Order. Abstentions will count as absent votes, also as
1776 specified in Robert's Rules of Order. Thus, a motion will pass if and only
1777 if a candidate receives a positive majority of the yea-nay votes.
- 1778 (c) At all evaluation levels, a vote shall be taken on a motion to recommend
1779 the candidate for contract renewal, tenure and promotion, or
1780 promotion as appropriate.
- 1781 iii) Following this evaluative meeting, the LEC chair will write a letter
1782 summarizing the results of the meeting. The letter must reflect both the
1783 majority and minority opinions of the tenured librarians, including all votes
1784 cast.
- 1785 iv) The letter will be circulated to all tenured members of the LEC not on
1786 sabbatical for review and approval.
- 1787 v) The letter will be delivered to the librarian and a copy sent to the Office of
1788 the Dean of Faculty.

- 1789 vi) The librarian under review will have one week after receiving the LEC chair's
1790 letter to submit a written response (if desired) to that letter prior to
1791 advancement of the faculty member's file to the Dean of Faculty. This
1792 response will be delivered to both the LEC chair and the Dean of Faculty.
1793 vii) The evaluation file will be delivered to the Office of the Dean of Faculty and
1794 the LEC chair's letter and any response to that letter will be placed in the
1795 librarian's evaluation file.
- 1796 3) College Evaluation Committee (CEC)
1797 a) The CEC will evaluate the librarian according to the standards set forth for
1798 librarians in these By-Laws (Section IV.J.5).
1799 b) The CEC shall follow the same procedures in evaluating librarians as those set
1800 forth for teaching faculty in these By-Laws (Section IV.F.4.c.2.).
- 1801 4) Dean of Faculty
1802 a) The Dean of Faculty will evaluate the librarian according to the standards set
1803 forth for librarians in these By-Laws (Section IV.J.5).
1804 b) The Dean of Faculty shall follow the same procedures in evaluating librarians as
1805 those set forth for teaching faculty in these By-Laws (Section IV.F.4.d.).
- 1806 5) Appeals Committee
1807 a) Appeals may be made as set forth in these By-laws in Section IV.F.4.e.
1808
- 1809 6) President
1810 a) The President will evaluate the librarian according to the standards set forth for
1811 librarians in these By-Laws (Section IV.J.5).
1812 b) The President shall follow the same procedures in evaluating librarians as those
1813 set forth for teaching faculty in these By-Laws (Section IV.F.4.f.).
- 1814 7) Board of Trustees
1815 a) The Academic Affairs Committee of the Board of Trustees will review the
1816 recommendations of the President, along with the recommendations of the
1817 other evaluators and committees involved in the librarian evaluation process.
1818 b) The Academic Affairs Committee will present its recommendations to the full
1819 Board of Trustees for action. All recommendations and responses will be
1820 available to the board.
1821 c) When the Board of Trustees has made its decision, the President will be
1822 responsible for notifying the individual librarian in writing of the decision of the
1823 board.
- 1824 7. Materials for the Evaluation File
1825 a. Evaluation for pre-tenure contract renewal, tenure, and promotion require preparation
1826 of an evaluation file. A clear and concise evaluation file is preferable to one containing
1827 redundancies. The librarian is responsible for assembly of this file and is the only
1828 individual who can place materials in the file except for evaluative letters (and
1829 responses, if any, to such letters) prepared by the library director, Library Evaluation
1830 Committee, College Evaluation Committee, Dean of Faculty, President, the Board of
1831 Trustees, and the transmittal memorandum for external letters where applicable. The
1832 Office of the Dean of Faculty is responsible for seeing that letters are placed in the file at
1833 the appropriate times in the process. The file is distinct from the personnel file. Only
1834 those materials listed below may be included in a file and they must be presented in the
1835 order given.
1836 b. The specific materials to be included in a librarian's file when evaluated for contract
renewal, tenure, or promotion are noted in the matrix below.

1837 “R” indicates that this item or category of materials is required in the file at that
 1838 milestone.
 1839 “O” indicates the item or category of materials is optional at that milestone but may be
 1840 included in the file if applicable or desired.
 1841 “—” indicates the item or category of items should not be included in the file at that
 1842 milestone.
 1843

Item/Category of Materials	Pre-tenure Contract Renewal	Tenure and Promotion to Associate [‡]	Promotion to Librarian
1. Recommendations from Evaluators	R	R	R
2. Current CV	R	R	R
3. Self-Report	R	R	R
4. Academic Program Participation	O	O	O
5. Colleague Evaluations	O	O	O
6. Student Evaluations	O	O	O
7. External Letters	--	R [§]	R
8a. Materials Documenting Librarianship	R	R	R
8b. Advising Materials	R	R	R
9a. Service Materials	R	R	R
9b. Service Letter	--	--	R
10. Scholarly, Professional, or Creative Materials	R	R	R

- 1844
- 1845 1) Recommendations from Evaluators. Following an evaluation, letters by groups
 1846 involved in the librarian evaluation process will be added to the librarian’s
 1847 evaluation file by the Office of the Dean of Faculty and will be placed before the CV.
 1848 2) A Current CV. There will be no limit on the number of pages for the CV but it should
 1849 not describe service or courses taught, as these are more appropriately included in
 1850 the comprehensive self-report.
 1851 3) A Comprehensive Self-report. In this report the librarian reflects on his or her
 1852 librarianship; mentoring process; service to the College and the wider community;
 1853 scholarly, professional and/or creative activities; and goals for the future in a
 1854 suggested maximum of 3000 words.
 1855 4) Academic Program Participation. Librarians who have significant participation in an
 1856 academic program may elect to have a letter of evaluation from the program chair
 1857 or coordinator or from another participant of the relevant area(s) included in the
 1858 pre-tenure review, tenure, promotion, and/or post-tenure review evaluation file.
 1859

[‡] The tenure file must include both newly prepared material and material from the pre-tenure contract renewal file for all items/categories except the CV.

[§] Required for faculty members hired after **adoption of these bylaws**; optional for faculty members hired before that date.

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- 5) Colleague Evaluation Letters. The candidate may elect to include letters of evaluation prepared by colleagues that can focus on any area of a candidate's performance about which the evaluator is well informed. These letters can be solicited from junior or senior faculty within the College community and can focus on a person's librarianship, service, scholarly/professional/creative activities, or other features of the librarian's professional performance.
 - 6) Student Evaluation Letters. The candidate may elect to include letters of evaluation from students with whom the candidate has interacted in any capacity. These may include former students or advisees.
 - 7) External Letters.
 - a) In the case of an individual standing for tenure, and an individual standing for promotion to librarian, two letters assessing the candidate's scholarship must be solicited from beyond the College community. The candidate in consultation with the LEC chair, will compile a list of at least four professional peers from outside the College. The dean of faculty will select two people from the list and will request each to evaluate the faculty member's scholarship.
 - 8) Materials Documenting Librarianship.
 - a) These materials should address the librarian's core area(s) of responsibility, and may include subject guides, special projects or statistical reports, instructional materials, loader specifications, web project screen shots, finding aides, etc.
 - b) Advising
 - i) In the semester preceding the evaluation, the advisees of the librarian will fill out a questionnaire concerning their advising experiences. The library director will administer the questionnaire and a summary of this information will be placed in the evaluation file.
 - 9) Materials Documenting Service to the College and the Wider Community.
 - a) Service Material
 - i) Any materials that the librarian deems to be pertinent may be included, particularly those that support themes discussed in the self-report. These materials may include committee reports written all or in part by the candidate, awards for college service, unsolicited letters, brochures or other material evidence of service, etc.
 - b) Service Letter
 - i) For promotion to Librarian only, each candidate's file must include one letter from a faculty or staff member, supervisor, professional colleague, or other collaborator (within or outside the College community) that documents the candidate's contribution to a particular service activity or set of activities. Generally, the candidate should choose the most significant and/or relevant service activity to be represented by this letter. Multiple letters are acceptable if there are multiple activities that the candidate feels should be highlighted; but an excessive number of letters should not be included.
 - 10) Materials Documenting Scholarly, Professional and/or Creative Activities. These materials may include:
 - a) scholarly publications;
 - b) papers presented at professional meetings;
 - c) articles on creative and intellectual topics in journals, magazines, or newspapers;
 - d) documentation of exhibitions, creations, performances, and presentations;

- 1908 e) additional material such as announcements or reviews relevant to a person's
 1909 literary, artistic, dramatic and musical creations, exhibitions, performances and
 1910 presentations;
 1911 f) writings on educational issues; textbooks and other books of an intellectual
 1912 character authored or edited by the person;
 1913 g) documentation concerning the development and organization of scholarly
 1914 symposia, conferences, or other events that enhance the intellectual life at or
 1915 outside the College and concerning addresses delivered at such events;
 1916 h) consulting or adjudicating reports of a professional nature and reviews of
 1917 professional work;
 1918 i) external grant proposals; information concerning study or training that expands
 1919 the competence of the faculty member into new areas;
 1920 j) information regarding other expressions of continuing professional involvement
 1921 and growth;
 1922 k) documentation of recognition by peers at or outside the College of the faculty
 1923 member's professional work; and
 1924 l) other information that the faculty member deems pertinent.
- 1925 11) Materials Not to be Included in the Evaluation File. The evaluation file may not
 1926 contain yearly self-reports, the library director's annual letters regarding self-
 1927 reports, employment contracts, duplicates of documents (e.g. page proofs in
 1928 addition to the published article), or raw data from supplemental self-designed
 1929 evaluations (i.e., the actual response forms).
- 1930 8. Five-year Post-tenure Review Evaluation Process
- 1931 a. The purpose of the five-year post-tenure review is to assure that librarians with tenure
 1932 are growing as librarians and contributing to the welfare of the College community.
- 1933 b. The first five-year review will take place in the 11th semester after receipt of tenure and
 1934 every five years thereafter until a librarian is promoted to Librarian. The librarian will
 1935 then be reviewed every five years following promotion to Librarian.
- 1936 c. The librarian under review will compile an evaluation file documenting accomplishments
 1937 in the areas of librarianship, service, and scholarly, professional and/or creative
 1938 activities. The file must include a current CV, comprehensive self report, materials
 1939 documenting librarianship, materials documenting service to the College and wider
 1940 community, and materials documenting scholarly, professional and/or creative
 1941 activities.
- 1942 d. The Dean of Faculty will review the file and meet with the librarian. The Dean of Faculty
 1943 will communicate in writing the decision regarding the merit evaluation award to the
 1944 librarian under consideration. The letter will become part of the evaluation file.
- 1945 e. The librarian under review will have one week after receiving the Dean of Faculty's
 1946 letter to submit a written response (if desired) to that letter to the President. This
 1947 response will be attached to the decision of the Dean of Faculty and will become part of
 1948 the librarian's file.
- 1949 f. The President shall review the file, the decision of the Dean of Faculty and the librarian's
 1950 letter of response to the Dean of Faculty. The President will make the final decision
 1951 regarding the appeal of the librarian regarding the evaluation and communicate this
 1952 decision in writing to the librarian.
- 1953 Should a librarian elect to be considered for promotion to Librarian at the time that the five-
 1954 year review would take place, that evaluation will replace the five-year review.

1955 However, the librarian will still be eligible for the five-year review merit award in
1956 addition to the promotion merit award.

1957

1958 K. Dismissal of a Faculty Member for Adequate Cause

1959 1. General

1960 a. The Board of Trustees may dismiss a Faculty member on tenure or before the end of any
1961 contractual appointment only for one or more of the following causes: incompetence,
1962 professional or scholarly misconduct (including serious and sustained disruptive
1963 behavior), serious neglect of duty, or conviction or admission of a crime involving moral
1964 turpitude as defined by AAUP.4 4 Moral turpitude is defined by AAUP as follows: —The
1965 concept of 'moral turpitude' identifies the exceptional case in which a professor may be
1966 denied a year's teaching or pay in whole or in part. The statement applies to that kind
1967 of behavior which goes beyond simple warranting discharge and is utterly blameworthy
1968 as to make it inappropriate to require the offering of a year's teaching or pay. The
1969 standard is not that the moral sensibilities of persons in the particular community have
1970 been affronted. The standard is behavior that would evoke condemnation by the
1971 academic community generally.|| (p.7, AAUP Policy documents and Reports, 1990
1972 Edition)

1973 b. In a case where immediate harm to the faculty member or to others is threatened by
1974 continuance in the position, the person may be suspended at the discretion of the
1975 President for the duration of the dismissal procedure while continuing to receive normal
1976 salary.

1977 2. Procedures for Dismissal for Adequate Cause

1978 a. To dismiss a faculty member, the procedures described below apply. All steps are to be
1979 taken as expeditiously as possible.

1980 1) Preliminary Proceedings

1981 a) Before formal steps are taken, the department chair and the Dean of Faculty
1982 shall attempt to hold a special conference with the faculty member concerned
1983 and try to resolve the matter by mutual consent. If this is not possible, formal
1984 proceedings may be initiated.

1985 b. Formal Proceedings

1986 1) The President shall inform the faculty member in writing of the intention of the
1987 College to dismiss, and of the reasons for this step. The notification must be
1988 delivered personally, or by registered or certified mail, to the last known address of
1989 the faculty member. A copy of the President's letter shall be transmitted to the
1990 College Evaluation Committee. If the faculty member so requests, the College
1991 Evaluation Committee shall conduct an investigation of the reasons and/or hold a
1992 hearing (see below). The request of the faculty member to the committee must be
1993 made, in writing, no later than ten working days after the receipt of the dismissal
1994 notice. After consideration of the report and the recommendation of the College
1995 Evaluation Committee, the President shall make a report and a recommendation to
1996 the Board of Trustees. The faculty member shall receive copies of all reports and
1997 recommendations by the College Evaluation Committee and the President at the
1998 time they are issued.

1999 c. The faculty member may appeal the President's decision to the Board of Trustees which
2000 will determine the form of the appeal. At this appeal, the faculty member shall be

- 2001 entitled to address the Board of Trustees and to be represented by any person or
2002 persons of his or her choice, including an attorney.
- 2003 d. The final action of the Board of Trustees shall be taken at a regular or especially
2004 convened meeting. To dismiss a faculty member, an affirmative vote of a majority of all
2005 members of the Board of Trustees is required.
- 2006 3. Investigation and Hearing by the College Evaluation Committee
- 2007 a. If the faculty member requests an investigation and/or a hearing by the College
2008 Evaluation Committee, the following standards and procedures shall be observed:
- 2009 1) While the dismissal procedures take place, the faculty member may be suspended,
2010 or assigned to other duties in lieu of suspension, at the discretion of the President
2011 only if immediate harm to the faculty member or to others is threatened by
2012 continuance or if the faculty member engages in seriously disruptive behavior. The
2013 President will inform the College Evaluation Committee of the suspension, and the
2014 committee may make a recommendation concerning the propriety, the length, and
2015 the other conditions of the suspension. During the period of suspension, the faculty
2016 member will continue to receive the normal salary.
- 2017 2) The College Evaluation Committee may, with the consent of the parties concerned,
2018 hold joint prehearing meetings with the parties in order to (i) simplify the issues, (ii)
2019 effect stipulation of facts, (iii) provide for the exchange of documentary or other
2020 information, and (iv) achieve other appropriate prehearing objectives as will make
2021 the hearing fair, effective, and expeditious.
- 2022 3) The hearing will be closed unless the parties agree to open it to the College
2023 community.
- 2024 4) During the proceedings the faculty member will be permitted to have counsel
2025 present, and an academic adviser who may serve as a spokesperson.
- 2026 5) At the request of either party or the committee, a representative of a responsible
2027 educational organization will be permitted to attend the proceedings as an
2028 observer.
- 2029 6) A verbatim record of the hearing will be taken, and a copy will be made available to
2030 the faculty member without cost, at the faculty member's request.
- 2031 7) The burden of proof that adequate cause exists rests with the institution and will be
2032 satisfied only by clear and convincing evidence in the record considered as a whole.
- 2033 8) At its discretion, the committee will grant adjournments to enable either party to
2034 investigate evidence about which, in its judgment, a valid claim of surprise is made
- 2035 9) The faculty member will be afforded an opportunity to obtain necessary witnesses
2036 and documentary or other evidence. The administration will cooperate with the
2037 committee in securing witnesses and making available documentary and other
2038 evidence that the committee deems pertinent. Confidential information from the
2039 personnel files of other faculty members may be released only with the consent of
2040 these persons.
- 2041 10) The faculty member and the administration will have the right to confront and
2042 cross-examine all witnesses. Where the witnesses cannot or will not appear, but the
2043 committee determines that the interests of justice require admission of their
2044 statements, the committee will identify the witnesses, disclose their statements,
2045 and, if possible, provide for interrogatories. Persons who have completed

- 2046 anonymous student evaluations on the faculty member are not considered to be
2047 witnesses.
- 2048 11) In the hearing of charges of incompetence, the testimony will, at the request of the
2049 faculty member or the College, include that of qualified faculty members from this
2050 or other institutions of higher education.
- 2051 12) The committee will not be bound by strict rules of legal evidence and may admit any
2052 evidence which is of probative value in determining the issues involved.
- 2053 13) The findings of fact and the decision will be based solely on the hearing record.
- 2054 14) Except for such simple announcements as may be required, covering the time of the
2055 hearing(s) and similar matters, and except as otherwise provided by law, public
2056 statements and publicity about the case by either the faculty member or
2057 administrative officers will be avoided as far as possible until the proceedings have
2058 been completed, including consideration by the Board of Trustees. The president
2059 and the faculty member will be notified in writing of the recommendation of the
2060 committee and will be given a copy of the record of the hearing.
- 2061 15) If the committee concludes that adequate cause for dismissal has not been
2062 established by the evidence in the record, it will so report to the president.
- 2063 16) If the committee concludes that adequate cause for dismissal has been established,
2064 but that an academic penalty less than dismissal would be more appropriate, it will
2065 so report, with supporting reasons.
- 2066 17) If the president rejects the report, the president will state the reasons for doing so,
2067 in writing, to the committee and to the faculty member, and provide an opportunity
2068 for response within ten days before transmitting the case to the Board of Trustees.
2069



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**ACTION ITEM III.B.
RECOMMENDATION TO APPROVE
SMCM POLICY ON STUDENT CONCERNS
ABOUT ATHLETIC PROGRAMS AND ACTIVITIES**

RECOMMENDED ACTION:

The Academic Affairs Committee recommends that the Board of Trustees approve St. Mary's College of Maryland's Policy on Student Concerns about Athletic Programs and Activities.

RATIONALE:

The attached policy is in response to legislation enacted by HB 876, Ch. 506, 2019 and SB 798, Ch. 507, 2019, Education Article § 11-1601(d) (MSAR # 12285). St. Mary's College of Maryland has developed the attached Policy on Student Concerns about Athletic Programs and Activities, in accordance with this legislation.

Policy on Student Concerns About Athletic Programs and Activities¹

St. Mary's College of Maryland seeks to provide a high quality student experience through its athletic programs and activities, both competitive and recreational. The College recognizes that there may be circumstances under which students wish to report concerns about the College's athletic programs and activities to a College official who is not directly involved with the management of athletic programs and activities. The College's process for reporting those concerns is set forth in this policy.

The Office overseeing the handling and response to concerns about the College's athletic programs and activities is the Office of Title IX Compliance and Training. Student concerns are handled confidentially.

Reporting a Concern:

1. Reporting a concern. Students with a concern regarding the College's athletic programs and activities, may report their concern to the Office of Title IX Compliance and Training. This does not mean that the concern must be related to Title IX (although it may); the office has been selected for its capacity for handling sensitive situations and independence from the Department of Athletics and Recreation. The Director of Title IX Compliance and Training/Title IX Coordinator or designee will document the issue of concern.
2. Assessment of a concern. The Director/Title IX Coordinator or designee will assess the nature of the concern and determine possible courses of action, which may include, but are not limited to: initiating an investigation, mediation, and/or meeting with the Director of Athletics and Recreation (DAR).
3. Confidentiality. The documented issue of concern will be shared with the DAR if it is determined that doing so is necessary to address the reported concern and/or the DAR may be of assistance in resolving an underlying problem. Where information about a matter is shared with the DAR, the DAR will protect the confidentiality of the student and the documented issue of concern, to the greatest extent possible. There may be some circumstances where adherence to strict confidentiality could prevent the College from fully addressing a concern or complaint, and therefore the ability to maintain a student's confidentiality may not be possible. In that event, the reporting student would be advised accordingly as soon as possible.
4. Recommendations. The Director/Title IX Coordinator or designee, after working through the appropriate information gathering process, will make a recommendation to the Provost for a resolution consistent with applicable College policies.
5. Retaliation. Any retaliation or discrimination against a student who reports a concern under this policy is prohibited.

For any questions relating to this policy or for reporting a concern, students are urged to contact the Office of Title IX Compliance and Training at: web (<http://smcm.edu/title-ix>), email (titleix@smcm.edu), or phone (240-895-2012).

¹ Pending Board of Trustee Approval.



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
MEETING OF OCTOBER 18, 2019**

**ACTION ITEM III.C.
2019 PERFORMANCE ACCOUNTABILITY REPORT**

RECOMMENDATION

The Academic Affairs Committee endorses the Finance, Investment, and Audit Committee's recommendation that the Board of Trustees approve the 2019 Performance Accountability Report for submission to the Maryland Higher Education Commission.

RATIONALE

The Performance Accountability Report (PAR) is a report required by the State of Maryland that assesses the College's progress on a variety of goals and objectives including academics, enrollment, retention and graduation, financial aid, and student outcomes. The report provides data on specific metrics as well as narrative describing strengths and challenges. Maryland law requires institutions to submit their PAR to the Maryland Higher Education Commission for review, and final submission to the Governor and General Assembly.

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

2. INSTITUTIONAL ASSESSMENT

A. FY19 Highlights

Significant changes and events occurring at St. Mary's College of Maryland (SMCM) during FY19 included the following.

- A new comprehensive brand for SMCM – The National Public Honors College – was developed, market-tested, and launched internally. Preparations were made for an FY20 external launch to coincide with recruitment of the incoming class of Fall 2020.
- SMCM completed the third and final planned year of implementation of the 2016-19 strategic plan, *A Time for Rebirth*.
- Two new minors were implemented in FY19: Business Management and Astrophysics. The Business minor is especially popular; 41 students are declared for Fall 2019, making it the second most popular minor out of 35 programs. A new major in Women, Gender, and Sexuality Studies was approved by MHEC and is awaiting implementation.
- Dr. Tayo Clyburn began his tenure as the inaugural Vice President for Inclusive Diversity and Equity. While SMCM established a Chief Diversity Officer position in 2016, this position is now elevated to the Vice President level.
- The Core Curriculum (general education program) underwent a major redesign, adding integrated course themes and professional development coursework for all students. The new LEAD curriculum (Learning through Experiential and Applied Discovery) was approved by the faculty and by the Board of Trustees, and is being piloted in FY20.
- A new Center for Inclusive Teaching and Learning (CITL) was established and will provide diverse professional development opportunities for faculty and staff.
- Construction on the Jamie L. Roberts Stadium, a new state-of-the-art athletics complex, was completed and the grand opening will take place in September 2019.
- SMCM was once again named to several national college ranking lists, including: Top Public Liberal Arts Colleges (U.S. News & World Report 2019), Colleges of Distinction (2018-19), Best 384 Colleges (Princeton Review 2019), Top 50 Green Colleges (Princeton Review 2019), Best Colleges and Universities in Maryland (College Consensus 2018), America's Top Colleges (Forbes 2018), Best Colleges for Your Money (Money Magazine 2018-19), Lowest Student Loan Debt (LendEDU.com 2018), Top 30 National Liberal Arts Colleges (Washington Monthly 2018), Hidden Gem Colleges (CollegeRaptor.com 2019), Best Value Colleges (Kiplinger's 2019), and Fiske Guide to Colleges (2019).

B. Analysis of Goals and Objectives

Goal 1: Ensure a high quality and rigorous academic program.

Objective 1.1: SMCM students continue to complete one-on-one learning experiences with faculty at high rates. The 2016-19 Strategic Plan includes a number of objectives related to expanding opportunities for high-impact practices, as we continue to strive toward the target of 80% of the graduating class participating in a one-on-one learning experience, including research or independent study with faculty; a credit-based internship; or private musical instruction. Relatedly, for the second year in a row, we expect to meet the Strategic Plan target of 100% of graduates completing at least two high-impact practices (research with faculty, first-year seminars, capstone experiences, international experiences, internships, etc.)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For four of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees (1.2), and full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target (1.3) for the past four years. Finally, the undergraduate student-faculty ratio has remained at 10:1 for the past five years, well below (better than) the target of 12:1. This combination of a consistently low student-faculty ratio with a faculty of qualified full-time professors is essential to the success of achieving and maintaining a high quality academic program.

Peer Benchmarks: SMCM has by far the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, with the next lowest being Morgan State and UM Eastern Shore at 13:1, and the average being 15:1. The SMCM student-faculty ratio (along with New College of Florida) is also the lowest among COPLAC institutions, which average 15:1; and is on par with Maryland private, peer institutions, and aspirant institutions, which range from 7:1 to 16:1 (with an average of 10:1) and include many private colleges. (*Source: IPEDS Data Center*)

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.

Objective 2.1: In FY19, SMCM was able to recruit a first-year class that exceeded the target for the percentage of minority students for the sixth year in a row, and exceeded the target for first generation college students for the second year in a row. The percentage of first-year students receiving Pell grants was notably lower than past years, due to a shifting income demographic among the Fall 2018 entering class, but is expected to rebound to target levels over the next two years. High school academic performance of the entering class remains strong; the average GPA of incoming students was at its highest value in four years, and is projected to remain steady for the FY20 entering class. After several years of declining SAT scores among incoming SMCM students, the FY19 median score increased from the previous year (note that only the 2018 and 2019 scores are directly comparable because of changes to the SAT). Finally, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland.

Peer Benchmarks: While the metric for SAT scores uses the median SAT score, the

available benchmark data uses the mean (average). Based on these data, the average SAT score of SMCM entering students (1178) continues to exceed that of most other Maryland four-year institutions (FY19 average = 1099), and our students rank well against high school seniors both in Maryland (FY19 average = 1080) and nationwide (FY19 average = 1067). Other Maryland public institutions vary in their ability to attract out of state students; percentages for the Fall 2018 entering class ranged from 6% to 30%, with an average of 17%, exclusive of the online institution UMUC. (*Source: MHEC 2019 Data Book*)

Objective 2.2:

Four-Year Graduation Rates. Four-year graduation rates for FY19 (Fall 2015 cohort graduating by Spring/Summer 2019) increased for African American students (51%) and Pell recipients (60%), and remained steady for first generation students (60%). Overall four-year graduation rates (64%) were also fairly steady from FY18 (63%), but at a level that is lower than most previous years. The four-year graduation rate for African American students (51%) was at its highest since FY13, meeting the target for this student population, but still well below that of the overall student body. Despite this increase, four-year rates among all minorities decreased (52%), primarily driven by a substantial decrease among Hispanic students (53%). Based upon current projections, overall four-year rates are predicted to remain low, and while several metrics are projected to meet targets in FY20, additional decreases are projected for FY21 in the absence of additional intervention.

We continue to analyze the relationship between students' progress toward degree completion and several important early milestones, including enrolling in a college mathematics course in the first year, attempting at least 16 credits per semester in the first year (1/8 of the 128 needed to graduate), and earning at least 32 total credits in the first year. These milestones are historically correlated with higher retention and graduation rates, particularly among students from underrepresented groups. Notably, students in this year's reported Fall 2015 cohort, which showed a lower four-year graduation rate (64%) than in previous years, were substantially less likely to attempt 16 credits per semester and to earn 32 total credits, compared to previous cohorts. This was especially true for minority students and Hispanic students, two populations which showed large declines from previous years.

In 2018-19, faculty advisors and academic support staff were informed of these relationships and encouraged to communicate the importance of these milestones to their first-year student advisees. At the beginning of each semester, additional messages were sent to advisors of students who were registered for fewer than 16 credits. Initial data suggests that these efforts may have had some impact, as the percentage of Fall 2018 first-year students taking fewer than 16 credits in their first semester dropped to 9%, down from an average of 15% over the past four years (Fall 2014 through 2017 cohorts). Even more striking improvements in achieving this milestone were observed among African American, Hispanic, first generation, and Pell recipient students. The percentage taking fewer than 16 credits in the second semester also improved but only slightly, decreasing from a four-year average of 15.5% to 14% for the Fall 2018 cohort. In 2019-20, we will continue to communicate frequently with both advisors and first-year students about the importance of registering for (and completing) a full load of 16 credits per semester whenever possible.

The second year of lower-than-usual graduation rates, and the similarly low estimates for the next two years, makes it clear that we must improve our understanding of the student experiences that lead to the decision to depart SMCM, particularly among students from underrepresented groups. We have begun to analyze data from exit interviews with students taking leaves of absence and withdrawing from SMCM, and will use this information to identify how and where we can better support our students. We are also investigating the status of currently enrolled students from the Fall 2016, 2017, and 2018 cohorts to identify potential intervention strategies to provide support for timely degree completion. For example, nearly 20% of first-year students in the Fall 2018 cohort are between 1 and 16 credits (a full semester) behind the pace of 16 credits per semester toward four-year graduation. We can continue communicating with these students about the importance of completing 16 credits per semester, and assist them in exploring options for completing additional credits such as online coursework, summer coursework, and strategic overloading during the regular academic year. Finally, about 15% of departed first-year students over the past three cohorts have transferred out to two-year institutions, according to the National Student Clearinghouse. We are considering how best to reach out to these students regarding the possibility of reverse transfer, encouraging them to return and complete their baccalaureate degree at SMCM. The development of targeted, program-specific articulation agreements with many Maryland community colleges (discussed below in Objective 2.6) is expected to facilitate such reverse transfer efforts.

Peer Benchmarks: Based on the most recent comparison data available (FY15), as shown in the table below, SMCM’s overall four-year graduation rate (70% for the 2011 cohort) exceeded those of other institutions belonging to the Council of Public Liberal Arts Colleges (COPLAC) and other Maryland public four-year institutions, as well as Maryland private institutions and SMCM’s peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As shown below, four-year graduation rates for African American students, Hispanic students, and all minority students combined were all well above the corresponding rates at other COPLAC, Maryland public, or Maryland private institutions. Compared to peer institutions, four-year rates for Hispanic students were higher at SMCM, while four-year rates for all minority student and for African American students lagged behind. Four-year graduation rates for Pell recipients are not available. *(Source: IPEDS Data Center)*

Four-Year Graduation Rates, FY15 (Fall 2011 cohort)					
Institution(s)	N	Overall	Minority	Afr-Amer	Hispanic
SMCM	1	70%	55%	48%	75%
COPLAC	27	37%	29%	24%	27%
MD Public	11	27%	23%	22%	23%
MD Private	9	58%	48%	43%	53%
Peer	12	66%	61%	59%	61%
Aspirant	6	87%	85%	85%	84%

These comparisons with peers and aspirants, which are our primary programmatic and curricular competitors, underscore the need for SMCM to direct additional attention and

resources toward underrepresented students. (Source: IPEDS Data Center)

Six-Year Graduation Rates. The preliminary estimate for the FY19 overall six-year graduation rate (Fall 2013 cohort graduating by Summer 2019) is 77%, which while not meeting the target, continues a three-year recovery from a brief dip in FY16. Similar to this year’s increase in the four-year graduation rate for African American students, the six-year graduation rate for this group (69%) was substantially increased from previous years and only two percentage points below the target. However, six-year rates for all other groups decreased from FY18, and only the rate for Pell recipients (69%) met the target. Also similar to four-year graduation rates discussed above, additional decreases in six-year graduation rates are projected over the next two years.

Peer Benchmarks: The most recent comparison data available (FY17), shown below, reveal that SMCM’s overall six-year graduation rate in that year (78%, for the 2011 cohort) exceeded that of other COPLAC institutions, other Maryland public four-year institutions, Maryland private institutions, and peer institutions. The average reported six-year graduation rate at private aspirant institutions was 91% in FY17. SMCM’s six-year rates for all minority students and for African American students exceeded those at other COPLAC, Maryland public, and Maryland private institutions, but were behind those of peer and aspirant peer institutions. Notably, the six-year graduation rate for Hispanic students at SMCM was well above that from all other groups except aspirant institutions. Finally, SMCM’s six-year graduation rate for Pell recipients in FY17 was well above that of other COPLAC institutions, Maryland public institutions, and Maryland private institutions, and was close to the average rate at peer institutions. (Source: IPEDS Data Center)

Six-Year Graduation Rates, FY17 (Fall 2011 cohort)							
Institution(s)	N	Overall	Minority	Afr-Amer	Hispanic	Pell	Need Aid
SMCM	1	78%	67%	55%	81%	68%	75%
COPLAC	27	53%	46%	42%	45%	48%	50%
MD Public	11	47%	46%	45%	41%	44%	45%
MD Private	9	64%	55%	52%	60%	60%	63%
Peer	12	75%	71%	69%	74%	72%	73%
Aspirant	6	91%	90%	90%	91%	90%	90%

Objective 2.3: The second year retention rate in FY19, for the Fall 2017 cohort returning in Fall 2018, was unusually low at 82%. Several risk factors were overrepresented among the non-retained students, including minority race, first generation status, and Pell recipients. In addition, students from these groups were more likely to attend community colleges than White, non-first-generation, and non-Pell students, respectively. Preliminary data suggests that the retention rate is likely to rebound, as indicated by the estimated 2020 rate of 85% (Fall 2018 cohort students returning for Fall 2019).

Peer Benchmarks: Based on the most recent data available (FY17), SMCM’s first-to-

second year retention rate (87%) was well above those of other public liberal arts colleges (COPLAC schools, average = 74%) and Maryland public four-year institutions (average = 74%), and also exceeded that of Maryland private institutions (average = 81%) and peer institutions (average = 84%), many of which are private. Retention rates at private aspirant institutions averaged 95% in FY17, which is well above SMCM's target but is a useful aspirational benchmark as we strive to remain competitive with those institutions. (*Source: IPEDS Data Center*)

Objective 2.4: SMCM continues to work toward its goal to maintain a diverse faculty and staff. Gender equity was once again achieved for both faculty and staff in FY19, and the diversity target for full-time staff (percent minority) was met in FY19 for the first time in nine years. The target for faculty diversity was not quite met, but continues to stay higher than when the metric was first implemented in FY11. Continuing recently implemented strategies aimed at increasing faculty and staff diversity will be a major focus of the upcoming fiscal year, especially with the recent hire of the inaugural Vice President for Inclusive Diversity and Equity in July 2019. For example, SMCM expanded its external recruitment venues to attract more applications from women and underrepresented professionals; faculty search committees were provided with a variety of materials and strategies regarding recruiting a diverse pool; and the Office of Human Resources streamlined and updated hiring processes and the Affirmative Action Plan.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20% transfer students for the past six years, and levels are expected to maintain at 20% or higher over the next two years.

Objective 2.6: Among transfer students, both the three-year graduation rate (62%, Fall 2016 entering students graduating by Summer 2019) and the four-year rate (74%, Fall 2015 entering students graduating by Summer 2019) increased to meet the targets this year. Moreover, analysis of students' degree progress for the Fall 2017 and Fall 2018 transfer cohorts suggests that these graduation rates will continue to increase over the next two years. As transfer students continue to comprise a substantial proportion of SMCM's incoming students, the College will continue to explore strategies to support them and ensure their timely graduation. For example, in Spring 2019, all departments engaged in the preparation of detailed, major-specific articulation agreements with Maryland two-year institutions, which will facilitate transfer students' timely progress toward the baccalaureate degree. To date, faculty in 25 out of 26 academic programs have prepared a total of 114 targeted articulation agreements. Most of these agreements are under review by the partner community college, and are anticipated to become active during the 2019-20 academic year.

Peer Benchmarks: Benchmark information for four-year rates is only available from those schools which voluntarily provide data to the Student Achievement Measure (SAM) initiative. Based on the most recent data available from SAM (2012 cohort graduating by Summer 2016), SMCM's four-year graduation rate for transfer cohorts (76%) is tied with UM College Park for the highest rate among Maryland public four-year institutions, and was well above the average of 59%. SMCM also compares favorably to COPLAC institutions that participate in SAM (16 of 24) which report an average four-year transfer graduation rate of 56%. No aspirant institutions and only 2 of 12 peer institutions (both also COPLAC institutions) participate in SAM. (*Source: studentachievementmeasure.org*)

Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Objective 3.1: This objective has consistently been met or exceeded as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: The six-year graduation rate among students receiving need-based aid (Pell grant or Stafford loan) was strong (78%); while not meeting the target of 80%, it was above the overall student population six-year rate of 77% for FY19. However, the four-year graduation rate (59%) was low for the second year in a row, similar to four-year rates among most other Fall 2015 cohort groups as discussed above for Objective 2.2, and are similarly projected to remain low. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (80%) was again below the target and lower than the rate for the overall population.

Peer Benchmarks: Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid in FY17 (75%, most recent comparison data available) was well above that of other COPLAC institutions (50%), Maryland public institutions (45%), and Maryland private institutions (63%). Notably, this rate also exceeded the FY17 rate at peer institutions (73%). The six-year graduation rate for recipients of need-based aid at aspirant institutions was 90%, nearly equal to their overall six-year graduation rate. (Source: IPEDS Data Center)

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.

Objectives 4.1, 4.2, 4.3, and 4.4: SMCM prides itself in preparing students for life after college. Recently, we have focused on promoting community service (4.1) and internships (4.2) and these efforts appear to be succeeding. Community service participation has exceeded the target for the past four years. While the percentage of students reporting internships was low again this year, it remains strong and recent expansion of Career Development Center staff and programming are expected to support future increases in student participation in internships. SMCM students continue to be employed at high rates five years after graduation (4.3), and the proportion of students continuing their education at the graduate level within five years (4.4) also continues to increase. Both of these measures have exceeded their targets for the past four years.

Peer Benchmarks: Similar, but not identical, benchmarks are available for community service and internships. The Corporation for National and Community Service, a federal agency that supports and tracks volunteering efforts at national and state levels, reported that the national volunteer rate for college-age adults in 2018 was 26%, and the rate for Maryland residents (of all ages; demographic breakdowns not available) was 36%. The rate for SMCM seniors in 2018 was 71%. Although the methodologies underlying the calculation of volunteer rates certainly differ in multiple ways (e.g., college-age adults versus graduating seniors versus all adults), this benchmark suggests that SMCM students' volunteer rates are likely to be comparable to peers both nationally and in Maryland. With regard to internships, the National Association of Colleges and

Employers (NACE) reported that among over 7,800 sampled senior college students from 504 campuses in Spring 2018, 53% had participated in an internship. Although this figure is a fair amount higher than the reported percentage of 41% among SMCM graduating seniors in 2018, it is important to note that NACE also reported that the top majors of students most likely to have completed an internship were agriculture, communications, finance, marketing, parks and recreation, political science, and public administration. SMCM offers only one of those top seven majors. (Sources: Corporation for National and Community Service, www.nationalservice.gov/vcla; NACE Class of 2018 Student Survey Report)

C. Response to Commission Assessment

The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgcombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated “Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...”

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

DeSousa-Brent Scholars Program (DBSP)

The DBSP, established in 2007, is SMCM’s flagship program for underrepresented students. First-year and transfer students are invited to apply to the DBSP based on interest, high school accomplishments, and leadership potential, and are interviewed by the Program Director prior to being offered enrollment in the program. DBSP students attend a pre-matriculation summer bridge program, receive intensive advising, are enrolled in the same first year seminar as other DB Scholars (to facilitate cohort building), and carry out a campus-wide leadership project. Funding from the state has allowed for the expansion of the DBSP from its initial focus on the first year to a four-year, developmentally appropriate program designed to support students through graduation.

Populations Served: Students from groups traditionally underrepresented in higher education, including students belonging to ethnic minority groups; first generation students; students eligible to receive Pell grants; students with disabilities; or students from rural or urban communities.

Obstacles Faced: Since DBSP students are often the first in their families to attend a four-year institution, they may not possess the same knowledge of academic study skills, campus life, and general college expectations as their peers who are not first-generation. Additionally, students who have attended under-resourced high schools may struggle with the increased academic rigor of college coursework, especially at an honors college, and may need assistance with time management. Both of these issues are addressed in the DBSP via the first year seminars, which are taught in special sections limited to DBSP students, as well as through intensive advising. Finally, DBSP students may face obstacles related to their low-income status. In response, DBSP students are offered generous financial aid packages whenever possible, and receive laptop computers for their personal academic use upon entry to the program.

Metrics: Several quantitative and qualitative assessments are in place. The retention and graduation rates of each successive DBSP cohort are closely monitored. Beginning with the Fall 2015 cohort, these rates have been evaluated against aspirational targets set by the State of Maryland. The program has met each one of these success goals, including increasing first-to-second year retention from 80% to 88%; increasing first-to-third year retention from 68% to 80%; and increasing the four-year graduation rate from a low of 32% in the first year to 71% for the most recent year, effectively closing the completion equity gap between participating DBSP students and all SMC M students. In addition, DBSP students are surveyed following the summer bridge experience to assess how well prepared they feel for college, and to solicit suggestions for improvements. DBSP alumni are periodically surveyed to assess the impact of the program on their college experience and post-baccalaureate professional lives.

Evidence: On survey responses and in individual consultations and advising meetings, DBSP students expressed a number of academic concerns, including study skills, time management, understanding of transfer credits, requesting and using academic accommodations, and degree planning. In response, the DBSP partnered with several offices on campus, including the Registrar and the Office of Student Support Services, to offer workshops specifically tailored for DBSP students to address these concerns. For example, major-specific workshops focusing on multi-year degree planning are now being offered to assist students in understanding how to effectively and efficiently complete their major requirements within four years.

St. Mary's College of Maryland

MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Ensure a high quality and rigorous academic program.

- Obj. 1.1** At least 80 percent of the graduating class will participate in a one-on-one learning experience. This is typically fulfilled through a St. Mary's Project, directed research, independent study, or credit-bearing internship.
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of the graduating class successfully completing a one-on-one learning experience	74%	77%	75%	78%	78%	78%	78%
Percent of all full-time faculty who have terminal degrees	100%	97%	98%	99%	98%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	88%	89%	91%	89%	88%	88%	88%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:1

St. Mary's College of Maryland

Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

- Obj. 2.1** Recruit a qualified and diverse entering class with the following attributes: Median verbal and math combined SAT score of at least 1150, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.
- Obj. 2.2** Achieve and maintain 4-year graduation rates for all students (70 percent), all minorities (59 percent), African-American students (51 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (58 percent). Maintain 6-year graduation rates for all students (80 percent), all minorities (74 percent), African-American students (71 percent), Hispanic students (80 percent), all first generation students (78 percent) and all Pell Grants disbursed during their first semester (68 percent).

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Median (verbal and mathematics combined) SAT scores of first year entering class	1,165	1,150	1,130	1,180	1,185	1,175	1,175
Average high school GPA	3.39	3.36	3.34	3.33	3.38	3.38	3.40
Percent of entering first year class who are minorities	33%	28%	31%	27%	25%	33%	31%
Percent of entering first year class who originate from outside of Maryland	6%	7%	7%	9%	7%	6%	7%
Percent of entering first year class from first generation households	19%	19%	18%	25%	21%	22%	22%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	18%	21%	19%	20%	17%	22%	20%
Four-year graduation rate for all students	70%	72%	68%	63%	64%	65%	62%
Four-year graduation rate for all minorities	55%	63%	52%	59%	52%	55%	49%
Four-year graduation rate for African-American students	48%	48%	49%	46%	51%	59%	35%
Four-year graduation rate for Hispanic students	75%	67%	52%	68%	53%	44%	63%
Four-year graduation rate for all first generation students	68%	79%	60%	59%	60%	55%	58%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	66%	76%	57%	55%	60%	58%	49%
Six-year graduation rate for all students	79%	73%	78%	80%	77%	71%	70%
Six-year graduation rate for all minorities	85%	68%	67%	72%	67%	67%	62%
Six-year graduation rate for African-American students	87%	56%	55%	56%	69%	51%	66%
Six-year graduation rate for Hispanic students	86%	82%	81%	81%	68%	74%	55%
Six-year graduation rate for all first generation students	77%	69%	74%	85%	69%	62%	69%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	65%	69%	68%	84%	69%	62%	68%

St. Mary's College of Maryland

Obj. 2.3 The first to second-year retention rate will be 90 percent.

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (20 percent and 28 percent), and women (50 percent and 50 percent).

Obj. 2.5 Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

Obj. 2.6 Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

First to second-year retention rate	86%	86%	87%	87%	82%	85%	86%
Percent minority of all full-time tenured or tenure-track faculty	17%	18%	16%	17%	16%	17%	18%
Percent women of all full-time tenured or tenure-track faculty	47%	47%	46%	51%	51%	51%	51%
Percent minority of all full-time (non-faculty) staff	23%	24%	24%	27%	29%	28%	28%
Percent women of all full-time (non-faculty) staff	57%	54%	55%	52%	57%	55%	55%
Percentage of entering fall class who are transfer students	21%	22%	25%	20%	22%	20%	20%
3-year graduation rate for all transfer students	61%	53%	62%	56%	62%	75%	74%
4-year graduation rate for all transfer students	67%	74%	62%	71%	74%	72%	80%

Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Obj. 3.1 72 percent of entering first-year student need is met by awarding any need-based aid.

Obj. 3.2 Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	71%	72%	72%	75%	73%	73%	73%
First-to-second year retention rate for students receiving need-based aid in the first semester	86%	86%	84%	80%	80%	81%	81%
Four-year graduation rate for students receiving need-based aid in the first semester	71%	75%	66%	61%	59%	58%	56%
Six-year graduation rate for students receiving need-based aid in the first semester	76%	72%	75%	81%	78%	67%	64%

St. Mary's College of Maryland

Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.

- Obj. 4.1** 65 percent of graduating seniors will have performed community service while at SMCM.
- Obj. 4.2** 45 percent of graduating seniors will have participated in a paid or unpaid internship.
- Obj. 4.3** The rate of employment among five-year out alumni will be 95 percent.
- Obj. 4.4** At least 50 percent of the five-year-out alumni of SMCM will pursue an advanced degree.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of graduating seniors who will have performed community service while at SMCM	62%	70%	79%	71%	69%	70%	70%
Percent of graduating seniors who fulfilled a paid or unpaid internship	40%	43%	45%	41%	40%	45%	45%
¹ Employment rate of five-year-out alumni	91%	98%	97%	98%	98%	98%	98%
Percent of alumni pursuing or obtained an advanced degree five years after graduation	48%	63%	60%	64%	67%	65%	65%

NOTES

¹ Due to issues encountered with the Alumni survey administration, numbers for 2014 and 2015 include extrapolated data based on previous years' reports.

SMCM Student Learning in AY 2018-2019

Executive Summary of the Board of Trustees Report, October 2019

- 2018-2019 marked the third and final year of our first three-year institutional assessment cycle.
 - In the early weeks of this semester, the results (or some of the results) are being shared with various constituencies around campus. Based on the questions asked in these groups, additional analyses are being completed to facilitate further conversations.
- There were 6 foci of student learning assessment during this academic year:
 - Mathematics (Knowledge Breadth);
 - Arts (Knowledge Breadth);
 - International Languages (Knowledge Breadth);
 - Knowledge Depth (via majors);
 - Information Literacy (Skills);
 - Environmental Stewardship (Value).
- We met the targeted learning outcomes in the following strands:
 - Mathematics (Knowledge Breadth); **(81.01%)**
 - Arts (Knowledge Breadth); **(93.9%)**
 - International Languages (Knowledge Breadth); **(80.05%)**
 - Knowledge Depth (via majors); **(85.3%)**
 - Of note, 4 academic programs (and 7 total majors) did not have a program learning outcome that spoke to this institutional learning outcome. This is an area that already will be addressed in the new assessment cycle.
 - Information Literacy (Skills) in Core 101 **(83%)** and Core 301 **(83.5%)**;
 - The Core 301 data are missing results from several sections, so that result does not represent all of the students who were assessed.
 - Environmental Stewardship **(90.3%)**
 - It is worth noting that only 32 students were involved in the assessment of this outcome; all of last year, there were only 2 courses that were offered that had a course learning outcome focused on this strand of the curriculum, at the targeted level of learning.
- We did NOT meet the institutional target for Information Literacy for SMP students; **62% met the outcome**. This is the second year in a row where the SMP students have not met the institutional learning outcome for Liberal Arts Skills.
 - This result has been of interest to many campus groups as it has been shared. Expect conversations around this point (and additional analyses) as the year unfolds.
- All but one academic program engaged in assessment during 2018-19, either actively collecting and analyzing data, or making critical adjustments to their assessment structures and plans. 4 programs were “too new” to have active assessment agendas underway.

- As we launch our second institutional assessment cycle, we are also shifting the structure of our assessment system to better include co-curricular elements, address concerns about the singular 'siloing' of outcomes into different strands, and create a streamlined level of learning system for describing the progressions within a curriculum. Further, we have opted to move away from the Knowledge, Skills, Values pillars and evolve into 6 Liberal Arts Literacies (Disciplinary, Interpretive/Expressive, Community, Cultural, Professional, and Information Literacy). These changes have been informed by ongoing conversations with multiple constituencies across campus.

SMCM Student Learning in AY 18-19

Board of Trustees Report, October 2019

Introduction

In 2018-2019, SMCM faculty completed Year 3 of our first 3-year assessment cycle. The SMCM assessment system has been designed to help us understand ways in which our students are or are not meeting particular learning outcomes, for the purpose of informing conversations about how we may need to adjust learning experiences to maximize student learning. It is not a system designed to evaluate instruction or teaching, but rather provide faculty with insight to inform reflections and conversations about the organization and outcomes of learning experiences.

The Three-Year SMCM Assessment Cycle

The following table presents the foci of the SMCM assessment cycle in each of the respective years of the cycle. Year 3 (the focus of this report) is highlighted.

2016-2017 (Year 1)	2017-2018 (Year 2)	2018-2019 (Year 3)
Natural Science (Knowledge)	Cultural Perspectives (Knowledge)	International Languages & Cultures (Knowledge)
Social Science (Knowledge)	Humanistic Foundations (Knowledge)	The Arts (Knowledge)
Oral Communication (Skill)	Critical Thinking (Skills)	Mathematics (Knowledge)
Written Communication (Skill)	Civic & Global Engagement (Value)	Environmental Stewardship (Value)
	Lifelong Learning (Value)	

Institutional Assessment Foci in 2018-2019

Table 1 summarizes the findings in the focus areas of last academic year, as well as how the assessment was conducted. For the purpose of institutional assessment, we expect 80% of students to meet the learning outcome. The table is color-coded to highlight the areas where this expectation was met; green indicates that we met the outcome, while red indicates we did not meet the outcome. As will also be noted in a few cells of the table, for a couple of outcomes, we were missing some data from courses/instructors, which shifts some of our results.

Table 1: Snapshot summary of institutional assessment results

	Fall 2018	Spring 2019	Cumulative	Methods/tools of assessment
Arts Knowledge <i>ILO expectation:</i> Understand	93.7% of students met the Arts Knowledge outcome. (280 of 299 students)	94.5% of students met the Arts Knowledge outcome. (138 of 146 students)	93.9% of students met the outcome (418 of 455 students)	Course-embedded assignments, with scoring tools designed/chosen by instructors
Math Knowledge <i>ILO expectation:</i> Understand	79.03% of students met the Math Knowledge outcome. (211 of 267 students)	84.1% of students met the Math Knowledge outcome. (143 of 170 students)	81.01% of students met the outcome (354 of 437 students)	Course-embedded assignments, with scoring tools designed/chosen by instructors
ILC Proficiency <i>ILO expectation:</i> Understand, at level of entering proficiency	80.3% of students met the ILC proficiency outcome. (183 of 228 students)	79.8% of students met the ILC proficiency outcome. (183 of 228 students)	80.05% of students met the outcome (341 of 426 students)	Final exam in course, with instructor-designated 'cut' for marking if the students were 'proficient'
Depth of Knowledge	85.3% of students met the outcome (418 of 490 students, across 23 programs/concentrations)			Cumulative calculation of all PLO major results targeting "Create" or "Evaluate" over the 3-year cycle of institution
Information Literacy <i>101 expectation:</i> Manipulation (at least a 2 in all five categories) <i>301 expectation:</i> Precision (at least a 3 in all five categories) <i>SMP expectation:</i> Precision (at least	83% of students in CORE 101 met the information literacy outcome (240 of 289 students)	86% of students in CORE 101 met the information literacy outcome (6 of 7 students) [unreported data]		Course-embedded assignments, using AAC&U VALUE rubric for Information Literacy
	83.5% of students in CORE 301, met the critical thinking outcome (76 of 91 students)	Data were not reported		

a 3 in all five categories)		62% of SMP students met the information literacy outcome (111 of 179 students) <i>See graphics below for details</i>		SMP, using AAC&U VALUE rubric for Information Literacy
Environmental Stewardship Value <i>ILO expectation: Value</i>	90.3% of students met the Environmental Stewardship Outcome (29 of 32 students)	No courses were offered in SP19 that addressed this outcome, as the targeted level	90.3% of students met the Environmental Stewardship Outcome	Course-embedded assignments, with scoring tools designed/ chosen by instructors

Comments on the 17-18 institutional assessment results

The Assessment Implementation Team (AIT) advises that because we are in our first-ever institutional assessment cycle, it is best to view the results (and frame conversations about the results) as starting points, rather than definitive statements about the current state of student learning at SMCM. The majority of SMCM faculty are in the process of building expertise in assessment practices and processes, which can be a notable influence on the results—for good and for bad.

However, the results we have for 18-19 at the institutional level nonetheless inspire comments and questions to inform conversations about student learning in these courses and the assessment process at SMCM. They include:

Knowledge: Arts, Mathematics, and International Language Proficiency, broadly

- The percentage of students who met the knowledge outcomes for the math, the arts, and international language courses are essentially comparable from the first semester to the second semester.
- Students in core Math and International Languages courses were hovering right around the target. In conversation with International Languages instructors, the final exam score was the stand-in for the determination of meeting the outcome, since the exam was used to establish the extent to which the students established their proficiency. Conversely, though, in Mathematics, students were judged for the institutional outcome based on a single question on an exam.

Knowledge: Depth

As stated in the table above, we calculated our institutional “pass” rate for knowledge “depth” was calculated as an aggregate, pulling in the cumulative results from all major PLOs

that focused on either Evaluate or Create (the two highest levels of Bloom’s Taxonomy for knowledge); **85.3% of students who were assessed for depth of knowledge in the major met the outcome.** 4 major programs did not have learning outcomes at this targeted level (ANTH, ENST, PHIL, RELG), which actually impacted 7 total majors.

→ In discussing this result at our first meeting, the Assessment Implementation Team recommends that all major programs should be required (as of this cycle) to have at least one PLO that is targeting the capstone level in the discipline. Though many reasons for such a requirement were offered, one of the most compelling relates to our capstone requirements and how disciplines accept SMPs in other majors in lieu of an SMP in their home discipline.

Skills: Information Literacy, broadly

- For the Core 101 course, 81% of students met the outcome for information literacy. Between Core 101 and graduation (when these students are scheduled be assessed again for information literacy via the SMP), the students are expected to progress one full rubric level in all categories.
 - In conversation with the library, and in review of their own data set for determining whether students in Core 101 met their *Program* learning outcome for information literacy, we see a large gap. In fact, for the Librarian’s assessment, they did not identify ANY section of Core 101 where the students met the learning outcome. This could be for several reasons, including: the Library’s threshold for meeting the outcome requires 3’s on all areas of their rubric; the fact that the library had a different interpretation/focus than the institution for its assessment; and the librarians had no control over the management of the assignment used in Core 101 to assess the students. As we evolve our assessment system structure and software, and continue conversations about the implementation of the LEAD curriculum, this will be an ongoing point of interest.
- For the Core 301 course, about 80% of students met the outcome for information literacy, but we are missing data from the courses. Core 301 students and SMP students were expected to earn the same scores on the Information Literacy Rubric—3 in all

→ With the help of some analyses by IR, the AIT (as of September 2019) advises that the threshold for meeting “skill-based” outcomes in Core 301 be defined as “At least 3 3’s, and nothing lower than a 2.” To further conversations on campus about curricular scaffolding it is clear that we need to differentiate the thresholds in Core 301 from SMP.

areas. SMP results for Information Literacy were slightly lower (62%) than Core 301 (about 80%).

Values: Environmental Stewardship, broadly

- Within the entire SMCM assessment system, we only had a handful of courses that included a course learning outcome that was focused on environmental stewardship and at the targeted level of learning. Only 2 of those courses were offered in 2018-2019, so an “institutional” statement about student learning based on the performance of 32 students is actually weak.
- It is worth noting that many instructors question whether it is reasonable to expect students to hold certain values as part of their SMCM learning experience, rather than equip them to articulate informed value systems, in general. [This was the second year of such an observation among the campus, and this led to conversations about how the overall assessment system should be revised].

Moving to the Liberal Arts Literacies

As the first institutional assessment cycle moves to the rear view, we have taken the opportunity to restructure the overall assessment system. The initial assessment system had multiple limitations, including: confusing, multiple taxonomies for describing levels of learning, a rigid system for classifying an outcome as either addressing knowledge, skill, or value, and limited, meaningful mechanisms for including co-curricular experiences in the assessment process.

Further, in light of efforts to design and implement a new core curriculum (LEAD), it was also clear that the initial assessment system structure was not sufficiently flexible, nor able to support an inter-disciplinary/multi-disciplinary view of our curriculum. Institutional assessment models at peer/local/peer aspirant institutions were reviewed, and through conversation with the AIT, it was determined that a system that combined features of the system used at Hamilton College with American University would most likely address our areas of concern and position us for meaningful assessment moving forward.

The AIT advised the Coordinator of Transparent Teaching & Assessment on the structure and function of the revised assessment system, which is summarized in the following table:

Table 2: The Liberal Arts Literacies Explained

Disciplinary	Interpretive & Expressive	Information Literacy	Cultural	Community	Professional
Concepts, constructs, tools, ethics, and methods of a specific discipline or related to multiple disciplines	Concepts, constructs, tools, language, and methods that facilitate interpretation, reasoning, analysis, and/or communication	Set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning	Concepts, constructs, tools, language, and methods that facilitate understanding of and/or engagement with a culture	Concepts, constructs, tools, language, and methods that facilitate engagement and/or interaction as a citizen in local, regional, global, learning, or professional communities	The development of a professional identity informed by skills, behaviors, and dispositions, that supports the student's transition into multiple contexts beyond the college classroom

A software transition

Throughout AY 18-19, the AIT engaged in a focus effort to identify a replacement software system for Campus Labs, ultimately choosing AEFIS for its mapping capacities, its ability to easily manage assessment at the student level, and seemed ease of use. The implementation of the software has been delayed in unforeseen ways (protracted contract review, and now, illness at OIT that is delaying work on key files for upload), but we are moving ahead to have the system in place for data collection by Fall 2019.

Program Assessment in 2018-2019

As part of the assessment system, each *program* at SMCM (major, minor, graduate degree) is expected to assess student learning within the program. **For 2018-2019, 39 of the 57 unique programs at SMCM actively collected data.** An additional 7 programs implemented changes based on previous data collection periods in the program assessment cycle but did not collect data. Together, this means 83.6% of the programs engaged in some sort of assessment activity. 5 programs did not collect data in Year 3 of the cycle because they had been either just approved as programs (ASTR, AMAT, BUSN) or were undergoing major revisions (ILCG/major/minor). 1 program did not collect data because it did not have any enrolled students (DMST). Several programs (AADS, BIOL-maj/min should have had program assessment data but did not report any.

At the start of the 19-20 academic year, programs were asked to submit reports about their 18-19 assessment results and discuss how those results would inform future practice. Highlights from these reports include:

- Most programs reporting findings (31 of 39) reported students meeting all targeted learning outcomes for 18-19.

- For programs where students did not meet all targeted learning outcomes, Information Literacy was often a strand where the students did not meet the outcome. This mirrored the institutional results. In some reports, programs expressed challenges in identifying the elements of information literacy explicitly present in student work.
- Another common area where students did not meet expected program learning outcomes were depth of knowledge.
- Multiple cross-disciplinary programs (majors and minors) pointed to challenges in schedule stability/course offerings to ensure curricular integrity and develop plans to support student learning.
- Both the Psychology and Chemistry/Biochemistry department have been reorganizing their curricula in light of the Council for Undergraduate Research (CUR) grants.
- Multiple programs expressed an interest/need for additional support to manage/implement/use assessment meaningfully. Requests include additional human resource support, time and/or acknowledgement at review time of demand of assessment duties, professional learning to increase skill with certain dimensions of assessment, and opportunities for additional conversations and support throughout the year.
- Multiple programs noted the implementation of the LEAD curriculum and transition to the assessment system software presents new opportunities to review and update their curricula.
- Several more programs, through the process of implementing the final year of their assessment system, recognized that their program learning outcomes were not in alignment with their actual curriculum or were not clearly capturing their intentions. Grouping this information with the LEAD transition and other initiatives on campus right now, multiple programs have expressed interest in deliberately pausing their data collection to deliberately tend to the restructuring of their program assessment systems.
- Because the library (not one of the included academic programs in the current assessment) was also engaged in its program assessment, we had the opportunity to begin some conversations for what it means for the library to be a co-curricular program that is heavily implicated (or theoretically heavily implicated) in an institutional learning outcome.

Moving forward in 2019-2020

The start of our second institutional assessment cycle is marked by multiple transitions and large-scale campus conversations—from moving to the AEFIS platform, to expanding awareness of the Liberal Arts literacies, to the LEAD implementation process, and large-scale conversations about budgeting/program prioritization. As these conversations unfold and intersect, the SMCM assessment system will remain a central component and guide to those discussions.



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
MINUTES**

Date of Meeting: May 10, 2019

Status of Minutes: Approved September 10, 2019

Academic Affairs Committee Members Present: Committee Chair Peter Bruns, Susan Dyer, Board Chair Sven Holmes, Glen Ives, President Tuajuanda Jordan, Larry Leak '76, Ann McDaniel

Committee Members Absent: John Bullock

Staff Member: Michael Wick

Others Present: Betsy Barreto, Allison Boyle, Anne Marie Brady '93, Leonard Brown, Cindy Broyles'79, Michael Bruckler, Karen Crawford, Peg Duchesne '77, Gail Harmon, David Hautanen, Justin Hoobler '19, Doug Hovland, Joan Pickett, Richard Platt, Paul Pusecker, Jennifer Sivak, Doria Stitts, FJ Talley, Danielle Troyan '92, Allan Wagaman '06, Anna Yates

Executive Summary

Academic Affairs Committee Chair Peter Bruns called the meeting to order at 9:20 a.m.

Faculty Senate Report

Faculty Senate President Karen Crawford highlighted the work of the Faculty over the past few years. Accomplishments included the creation of a Faculty Merit Pay Compensation System, a new Core Curriculum, new minors and majors added to the curriculum, and a restructured Faculty Senate. She thanked the Board, President Jordan, Provost Wick and the administration for their support, and expressed her gratitude to Senate Vice-President Richard Platt. Board Chair Sven Holmes commended Dr. Crawford for her outreach and leadership.

Dean of Faculty Report

Provost and Dean of Faculty Michael Wick provided the Committee with an update on the formal articulation agreements with Maryland community colleges. Currently, sixty-nine draft articulation agreements are under review and involve sixteen St. Mary's Programs. These agreements, once formalized, will help students transfer from Maryland community colleges to St. Mary's College. The Board was interested in having a tracking mechanism to determine which programs are the most popular with transfer students. Provost Wick shared key accomplishments and recognitions earned by faculty and staff during the 2018-2019 academic year.

DeSousa Brent Program

The 2015 cohort of DeSousa Brent Scholars is making excellent progress in meeting the 70% four-year graduation rate by the end of the summer session. Provost Wick thanked Director F.J. Talley for his hard work and dedication to the students in the DeSousa Brent Scholars Program.

Action Item:

III.A. Recommendation to Approve Revisions to SMCM's Residency Policy was approved

III.B. Recommendation to Approve 2019 Candidates for Graduation was approved

Committee Action Taken/Action in Progress:

The proposed action items were approved by the Academic Affairs Committee at its meeting on May 10, 2019.

Recommendation to the Board:

The Academic Affairs Committee recommended approval of these action items by the Board of Trustees at its meeting on May 10, 2019.

The open session meeting adjourned at 9:55 a.m.