

ST MARY'S
COLLEGE of MARYLAND

The National Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

Open Session
January 31, 2020
Blackistone Room, Anne Arundel Hall



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: January 31, 2020

Date of Next Meeting: May, 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

Minutes of October 18, 2019

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

III.A. Recommendation to Approve SMCM Degree Policy on Good Standing



**ACADEMIC AFFAIRS COMMITTEE
MEETING OF JANUARY 31, 2020**

**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 SMCM Degree Policy on Good Standing Page 6
- IV. INFORMATION ITEM**
 - A. Meeting Minutes of October 18, 2019 Page 9

The committee expects to close a portion of this meeting.

**Faculty Senate President Report to the Academic Affairs Committee
January 2020**

New Senate Update

The new senate structure has continued to work well. Faculty members within divisions have reached out to their divisional senators when issues have arisen and clarification from the Senate was necessary. Also, division senators held their first division meetings in October. The division meetings worked so well that the divisions have asked for more opportunity to meet this coming semester. With the Senate President attending the Dept Chair/Coordinators meetings, there has been enhanced cross population of ideas and issues so that communication across these two governing bodies has increased. The Senate appreciates this communication because issues can be directed to the appropriate body for discussion.

Future Faculty By-laws issues

- a) Standing Assessment Committee of the faculty – The Senate has designated three members of the faculty (Jeff Byrd, Katy Arnett, and Rich Platt) to explore the possibility of developing a standing assessment committee within the faculty by-laws. Currently there is an ad-hoc committee appointed by the Provost but this committee has no official college standing. Official status is necessary for this committee to make sure all entities are fully engaged in the assessment process. If this committee is to become a standing faculty committee then by-law changes will be necessary.
- b) Evaluation of Teaching – The Faculty Issues Committee of the Senate has been analyzing our current teaching evaluation system and been tasked with proposing a future teaching evaluation system. If they are successful in their proposal of a new system then by-laws changes regarding teaching evaluations might be necessary.

Core101/102

Over the fall semester the faculty discussed the full implementation of the revised Core101 and new Core102 courses within the LEAD Curriculum. Because of resource concerns, the faculty during AY18-19 put on hold the full implementation of these two courses. Over the summer of 2019 the Provost put together an ad-hoc committee to analyze the resource needs of the two courses. The faculty used this information to formulate and pass the resolution below that would further postpone the implementation of those two Core courses. A final analysis of resources would be presented to the faculty during the Fall of 2021 to determine if full implementation will take place in Fall 2022, as stipulated in the motion below.

“The faculty remain committed to the revision of Core101 and the implementation of Core102 being an important and necessary part of the LEAD curriculum but also remain concerned about the resource availability to fully implement Core102 and the revised Core101, in the next two years. Therefore, we recommend delay of implementation of Core102, the revised Core101, and any changes to Core301, until Fall 2022. During Fall 2021 the faculty and administration should reanalyze resource availability regarding the ability to require both Core101 and Core102, as part of the LEAD curriculum, and make a

final decision on implementation of Core 102, revised Core101, and changes to Core301, for Fall 2022. In the interim, Core102 and the revised Core101 would continue to be taught and available to our students on a limited scale, based on faculty availability.”

Curriculum update

Physics major – The faculty approved the separation of the physics major into two majors: Fundamental Physics and Applied Physics. Currently these are two concentrations within the physics major.

Good Standing policy – The faculty was asked to support an addition to the graduation requirements. The following requirement was supported by the faculty: “Good standing with respect to the Code of Student Conduct”. Therefore, in addition to meeting the credit hour requirements, the core curriculum requirements, and the requirements of a major, the student also must be in “Good Standing”. This way a student must complete their disciplinary process or sanction, prior to graduation, if they happen to be in the middle of the process or sanction at the time of their scheduled graduation.

Prioritization Update

Programs were presented with a set of metrics that examined effectiveness, efficiency, and equity. Faculty requested the ability to provide additional metrics. Those additional metrics will be analyzed by the programs and the faculty will vote on the addition of each metric at our upcoming faculty meeting on Jan 28th. The depts will then provide a response based on the overall metrics data set.

Jeff Byrd
Faculty Senate President
Professor of Biology

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS**

PROVOST REPORT

LEAD CORE CURRICULUM IMPLEMENTATION

The *LEAD Implementation Team (LIT)*, with representatives from the general faculty, my office, the Office of the Registrar, the Curriculum Review Committee, representatives from ad hoc committees involved in developing the revised Core, and the Inquiries Coordinator, has continued its work. To date, the committee has:

- Worked with chairs to update course content for those courses included in Core.
- Revised student learning outcomes for the new Core.
- Refined Core terminology and organizational framework to be more student-friendly.
- Drafted catalog copy, to be reviewed by the Curriculum Review Committee and the faculty later this spring.
- Developed material for web pages explaining the new Core to students, prospective students, and parents.
- Supported Core Inquiry development, including the development of two new Inquiries and the expansion of our current pilots.
- Coordinated with the Registrar to ensure revised Core structures will align with the new ERP software.

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				TOTAL
					Fall'18	Spr'19	'19	Spr'20	
Writing	First Year Seminar	CORE 101	<i>Various</i>	13			219	21	240
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					
		ENST 285	Race and Place	1				10	10
		ENST 285	Bioethics	1					
Integrated Inquiry	Climate	COSC 120	Introduction to Computer Science	1				10	10
		ENST 100	Introduction to Environmental Studies	2			11		11
		COSC 120	Introduction to Computer Science	1			11		11
		BIOL 101	People, Plants, and Food	1				7	7
		ENGL 201	Environmental Storytelling <i>or</i>	1				7	7
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					
		ASTR 154	Solar System Astronomy <i>or</i>	1				14	14
		ENGL 285	Literature in History II	1					
		ANTH 101	Introduction to Anthropology	1				14	14
GRAND TOTALS -->				77	118	70	455	184	827

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

24 **PROGRAM-TO-PROGRAM ARTICULATION AGREEMENTS**

25 The College continues to work with Maryland community colleges to establish program-to-program
26 articulation agreements. While progress has been slower than planned, several agreements have been
27 finalized and several more are in the final stages of editing. This work will continue throughout the 2019-
28 2020 academic year.

29 As of this writing, the following table provides the status of the various articulation agreements. The cells
30 outlined in red represent changes from the October report.

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	Final Draft	Sent	Sent	Final Draft							
Art History		Final Draft										
Biology	Signed	Final Draft	Sent	Sent	Final Draft							
Biochemistry	Signed	Final Draft	Sent	Sent	Final Draft		Signed					
Chemistry	Signed	Final Draft	Sent	Sent	Final Draft		Signed					
Economics		Final Draft			Final Draft							
Educational Studies	Sent	Final Draft	Sent	Sent	Final Draft	Signed	Sent	Sent	Sent	Sent	Sent	Signed
English	Signed	Final Draft	Sent	Sent	Final Draft							
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					
Computer Science (Cloud Comp.)	Signed											
Music	Sent	Final Draft	Sent	Sent	Final Draft							
Philosophy And Religious Studies	In-Prep	In-Prep	In-Prep	In-Prep	In-Prep							
Physics - Applied	Signed	Final Draft	Sent	Sent		Signed						
Physics - Foundational	Signed	Final Draft	Sent	Sent		Signed						
Political Science	Sent	Final Draft	Sent	Sent	Final Draft							
Psychology	Signed	Final Draft		Sent	Final Draft	Signed						
Sociology	Sent	Final Draft	Sent	Sent	Final Draft							
Theater, Film, and Media Studies	Signed											

31
32 **DESOSA BRENT SCHOLARS PROGRAM UPDATE**

33 Building on the College's success in meeting the 2015 Cohort milestones for the program, we have
34 continued to work to ensure the ongoing success of the program.

35 We shortened the Summer Bridge Program from two weeks to nine days, one work week plus both
36 adjoining weekends. The shorter timeframe reduces the burden of participation for students who have
37 full-time jobs in the summer.

38 We have expanded the program, inviting 60 students from the Fall 2019 class to become DeSousa Brent
39 Scholars; 55 students accepted. This compares to the typical cohort size of roughly 40 students in the
40 past.

41 In contrast to prior years when DeSousa Brent Scholar invitations were issued to those students who had
42 already deposited, the 60 students were invited from the completed applications as a means of increasing
43 yield. This is the first step in attempting to leverage the DeSousa Brent Program in attracting more
44 students to the College. Another step in this direction is underway through partnerships between
45 Athletics, Admissions, and the DeSousa Brent Program. We are working to leverage the communication
46 and tracking capabilities of the Slate system (recently implemented in Admissions) to recruit more top-of-

47 the-funnel applicants to the College through highlighting the Program. We are also looking at
48 incorporating information about the DeSousa Brent Program at the Admitted Student Days and in
49 meetings with high school guidance counselors when they visit the College. Finally, we are also starting
50 to return to the practice of cultivating relationships with particular high schools, such as Bladensburg, that
51 hold potential to be outstanding feeder schools for the College.

52 F.J. Talley and Jennifer Platts (J.P.) are developing a profile that may help migrate some of the successes
53 of the Program to other academic departments. Initially, they plan to focus on academic programs that
54 demonstrate the largest equity gaps in the retention and graduation of students of color.

55 The Program continues to provide DeSousa Brent Scholars with personalized degree audits/plans for
56 timely graduation. Each semester, the plans are updated based on the prior semester's grades and sent to
57 students and advisers to allow for changes in their schedules for the subsequent semester as appropriate.

58 Finally, F.J., Devin Torres, and J.P. had a poster accepted to the Association of American Colleges &
59 Universities (AAC&U) Conference on Diversity, Equity, and Student Success to be held in March 2020
60 in New Orleans. Their poster provides a wonderful opportunity to put the success of the DeSousa Brent
61 Program in the national spotlight.



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**ACTION ITEM III.A.
RECOMMENDATION TO APPROVE
SMCM DEGREE POLICY ON GOOD STANDING**

RECOMMENDED ACTION:

The Academic Affairs Committee recommends that the Board of Trustees approve the St. Mary's College of Maryland Degree Policy on Good Standing.

RATIONALE:

The proposed policy changes would allow the College to withhold a student's degree until the completion of a disciplinary process, investigation, or sanction. Under current College policy, a student who has completed the degree requirements may graduate even if the student is involved in a disciplinary process/investigation or has not completed the sanctions assigned after a disciplinary process. The Academic Policy Committee of the Faculty Senate, the Faculty Senate, and the full faculty reviewed and approved of these proposed revisions during the fall 2019 semester.

MEMORANDUM

To: The Board of Trustees

From: Michael Dunn, Director of Title IX Compliance and Training/Title IX Coordinator

Date: January 22, 2020

Re: Proposed “Good Standing”/“Withholding of Degree” Policy Language

I. Introduction

Leonard Brown, Vice President for Student Affairs/Dean of Students, and I, in consultation with the College's counsel, have prepared a draft policy revision to incorporate a “good standing” conduct requirement for graduation. This policy revision would address situations in which a student is the subject of a disciplinary process or sanction (relating to Student Conduct, Title IX, etc.) as the student's graduation date approaches.

These policy revisions would allow the College to withhold a student's degree until the completion of a disciplinary process, investigation, or sanction. Under current College policy, a student who has completed the degree requirements may graduate even if the student is involved in a disciplinary process/investigation or has not completed the sanctions assigned after a disciplinary process.

The Academic Policy Committee of the Faculty Senate, the Faculty Senate as a whole, and the full faculty reviewed and approved of these proposed revisions during the fall 2019 semester.

This memorandum includes proposed policy revisions to implement a good standing/withholding of degree provision in three locations:

- The Student Code of Conduct – defining “withholding of degree” as a sanction and defining “good standing” in the glossary
- Policy Against Sexual Misconduct – including “withholding of degree” as a possible sanction within the student procedures
- Graduation Requirements, under the Office of the Registrar webpage – including good standing as a graduation requirement

II. Proposed Revisions

The table on the following page illustrates the proposed revisions, which are written *in bold and italicized text*. Thank you for your consideration of these proposed changes.

Policy	Proposed Revisions
<p>The Student Code of Conduct – Sanctions</p> <p>Link: “To the Point” Student Handbook – Code of Student Conduct: Article VII: Sanctions</p>	<p><i>Section 5: Withholding of Degree</i></p> <p><i>The College may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any. The College may withhold a student’s degree when addressing issues of a serious, complex, and/or controversial nature that could reasonably result in a student’s suspension or expulsion if the student is found responsible for the alleged policy violation.</i></p>
<p>The Student Code of Conduct – Glossary</p> <p>Link: “To the Point” Student Handbook – Code of Student Conduct: Glossary</p>	<p><i>Good Standing: In order to be in good standing with respect to the Student Code of Conduct, students must have completed any and all disciplinary sanctions.</i></p>
<p>Policy Against Sexual Misconduct</p> <p>Link: Policy Against Sexual Misconduct – Section (VIII)</p>	<p><i>d. Withholding of Degree</i></p> <p><i>The College may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any. The College may withhold a student’s degree when addressing issues of a serious, complex, and/or controversial nature that could reasonably result in a student’s suspension or expulsion if the student is found responsible for the alleged policy violation.</i></p>
<p>Graduation Requirements</p> <p>Link: Office of the Registrar / Graduation / Graduation Requirements</p>	<p>What are the overall requirements for graduation?</p> <p>General College Requirements</p> <ul style="list-style-type: none"> • Completion of at least 128 credit-hours (credits), including at least 44 credit-hours of upper-division (300- and 400-level) courses, with a cumulative grade-point average of at least 2.00, both on an overall basis and in those courses that meet major requirements. • At least 30 of the last 36 credit hours of academic work toward the degree must be St. Mary’s courses. • The Core Curriculum requirements. • The requirements for a major field of study. • <i>Good standing with respect to the Code of Student Conduct.</i>



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
MINUTES**

Date of Meeting: October 18, 2019

Status of Minutes: Approved November 16, 2019

Academic Affairs Committee Members Present: Committee Chair Peter Bruns, John Bell '95, Board Chair Lex Birney, Gail Harmon, President Tuajuanda Jordan, William Seale

Committee Members Absent: Larry Leak '76

Staff Member: Michael Wick

Others Present: Betsy Barreto, Allison Boyle, Tom Brewer, Leonard Brown, Donny Bryan '73, Jeffrey Byrd, Tayo Clyburn, Paula Collins, Carolyn Curry, Peg Duchesne '77, Susan Dyer, Elizabeth Graves, David Hautanen, Sven Holmes, James Muldoon, Jasmine Long '21, Joan Pickett, Paul Pusecker, Jennifer Sivak, Danielle Troyan '92, Allan Wagaman '06, Raymond Wernecke, John Wobensmith '93, Anna Yates

Executive Summary

Academic Affairs Committee Chair Peter Bruns called the meeting to order at 1:15 p.m.

Faculty Senate Report

Faculty Senate President Jeff Byrd summarized the proposed faculty by-laws changes. The new structure of the Faculty Senate from a department elected system to a division system elected by the entire faculty was approved by the Faculty and awaiting Board approval. The streamlined Senate will enable senators to work collaboratively to address issues that affect the entire faculty across campus.

The Tobacco Policy was briefly discussed. The Senate was presented with a draft tobacco policy resulting from a grant to limit/discourage tobacco use on campus. Faculty, staff and students contributed to the policy. The Senate had concerns and questions about the policy and asked Vice President for Student Affairs/Dean of Students, Leonard Brown for a revised version of the proposal before it goes to the Board.

The Senate reviewed the Ad Hoc First Year Experience Committee final report which studied the First Year Experience within the constraints of available resources. The report will be discussed at the next Faculty meeting on October 29th.

Dean of Faculty Report

Provost Wick provided an update on the LEAD Core Curriculum. The LEAD Implementation Team (LIT) is overseeing the implementation of the new core curriculum. Pilot classes for three Integrated Inquiry themes were offered this fall: Justice, Climate, and Inventing the West. Next year, six themes with four courses per theme (totaling 16 credits) will be offered. It is anticipated that 75% of all students will participate in the Integrated Inquiry model and 25% in the Exploring the Liberal Arts model. Resources needed are still being determined. Transfer students will be required to take at least two of the four themed courses at St. Mary's College if they wish to follow the Integrated Inquiry model. Transfer students will also have the Exploring the Liberal Arts model available. The faculty, in particular the junior faculty, are enthusiastic about the Integrated Inquiry model.

Articulation Agreements with Maryland community colleges are ongoing. Initial contact was with the larger feeder community colleges. These program-to-program agreements are very specific and time intensive. Several agreements have been finalized or are in the editing stages. The Committee asked about targeting high schools. The College has been looking into this. The sense is the agreements would need to be more general if we aim for high school students.

Operational planning for the New Academic Building and Auditorium is underway. Provost Wick has met with faculty from the Music and Education Studies Departments to discuss anticipated operational expenses. The College will investigate options for funding sources.

Action Item:

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

Committee Action Taken/Action in Progress:

The proposed action items were approved by the Academic Affairs Committee at its meeting on October 19, 2019.

Recommendation to the Board:

The Academic Affairs Committee recommended approval of these action items by the Board of Trustees at its meeting on October 19, 2019.

The open session meeting adjourned at 1:49 p.m.