

ST MARY'S
COLLEGE of MARYLAND

The Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

Open Session
May 12, 2017
Blackistone Room, Anne Arundel Hall

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**
(See appendix for supporting materials)

Date of Meeting: May 12, 2017

Date of Next Meeting: October 20, 2017

Committee Chair: Peter Bruns

Committee Members: Tim Heely, Board Chair Sven Holmes, Glen Ives, Larry Leak '76, Ann McDaniel, President Tuajuanda Jordan

Staff Member: Michael Wick

Dashboard Metrics:





Executive Summary:

DISCUSSION ITEMS

Faculty Senate Report

Faculty Senate President Karen Crawford will discuss the Faculty Merit Compensation Plan and provide an update on the work conducted this academic year by the Faculty Senate.

DeSousa Brent Scholars Program Report

Director F.J. Talley will provide an update on performance measures, the status of the 2015 cohort, retention and student success efforts, and recruitment for the 2017 cohort.

Dean of Faculty Report

Provost Wick will discuss the Middle States Team Visit and Monitoring Report, the Faculty Merit Compensation Plan, faculty recruitment and the Equity Study on Student Success.

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

Action Item III.A. Recommendation to Approve Revisions to SMCM's Residency Policy
Action Item III.B. Recommendation to Approve 2017 Candidates for Graduation
Action Item III.C. Recommendation to Approve 2017 MAT Candidates for Graduation

Committee Action Taken/Action in Progress:

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Recommendation to the Board:

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**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
MEETING OF MAY 12, 2017**

**OPEN SESSION
AGENDA**

- I. CALL TO ORDER**

- II. DISCUSSION ITEMS**
 - A. Faculty Senate Report** Page 1
 - B. DeSousa Brent Scholars Program Report** Page 6
 - C. Dean of Faculty Report** Page 8
 - 1. Middle States Update
 - 2. Equity Study on Student Success
 - 3. Faculty Merit Compensation Plan
 - 4. Faculty Recruitment Update

- III. ACTION ITEMS**
 - A. Recommendation to Approve Revisions to SMCM's Residency Policy** Page 12
 - B. Recommendation to Approve 2017 Candidates for Graduation** Page 18
 - C. Recommendation to Approve 2017 MAT Candidates for Graduation** Page 19

- IV. INFORMATION ITEMS**
 - A. Minutes from meeting of January 27, 2017** Page 20

The Committee expects to close a portion of the meeting.

Faculty Senate Report – Academic Affairs Committee
April 27, 2017 – respectfully submitted by Karen Crawford, Faculty Senate President

January – April 2017: The Board of Trustees' charge from last May to create a Faculty Merit Compensation plan clearly dominated our work this year. That plan (v6) is included in this report, in addition to a one-page summary that details our path to this success.

Additional advancements from our work this year include:

- Review, establishment and posting of the 2016 By-Laws to the Provost's page of our website.
- Completion of Phase I of the Faculty Merit Compensation Plan (coming in ahead of the October 15th deadline), resulting in salary increases for all faculty submitting short reports.
- The development of new Curricular Initiatives including the new Global Studies major.
- Review and approval of more than 10 other curricular bookkeeping changes.
- The establishment of a **"Let's do Lunch"** program, creating a space for faculty and staff to gather on a weekly basis for lunch in the Campus center. Upon review we will look into continuing this program in the fall.
- Although not directly connected to the work of the Senate, successful review and reaccreditation.
- Extensive review and discussion of Solidarity Statements at the level of the Senate and Faculty.
- To become more inclusive and less hierarchical, the Senate voted to step away from our previous formal marching order, based on rank and years of service, for Convocation and Graduation ceremonies. Faculty will line up and process as they wish.
- Faculty Senate discussions also played an important role in our implementation of criminal background checks for emeritus faculty who are continuing their relationship with the College by returning to the classroom, or in their continued mentorship of students in research projects/SMPs.
- The Senate unanimously endorsed the creation of the **Lecture Title Series** for non-tenure track appointments.
- Clarification of BA/BS distinction for students with multiple majors, to be associated with their 1st major.
- Successful awarding of both the **Faculty Scholarship** and **Weitzel** Scholarship.
- Creation of and approval of an **Academic Freedom Statement** (included in this report), by the Senate first and then the Faculty (April 4, 2017). That statement in addition to future documents pertaining to the Senate will be posted on a new Faculty Senate Page (still to be finalized with IT) on the Faculty Page of the SMCM website.
- Review of **Academic Planning Committee** analysis of offerings at SMCM in comparison to peer and peer aspirants for consideration and advisement to the Provost as he begins work on the Academic Master Plan.

Continuing projects and new projects on the horizon include:

- Review and completion of the By-Laws to include new elements pertaining to the Faculty Merit Compensation System, as well as language updates pertaining to Librarian Faculty Evaluation, and Provost, Search and Evaluation.
- Chair compensation – still a work in progress.
- Continuing our development of a **SeahawkLIFE** Program – Katy Arnett and Karen Crawford are working on moving this forward.
- **New:** Charging Departments to work on Merit Standards for their disciplines.
- **New:** Review of the Core Curriculum, including review of ELAW and the creation of learning outcomes for that element within our Core Curriculum.

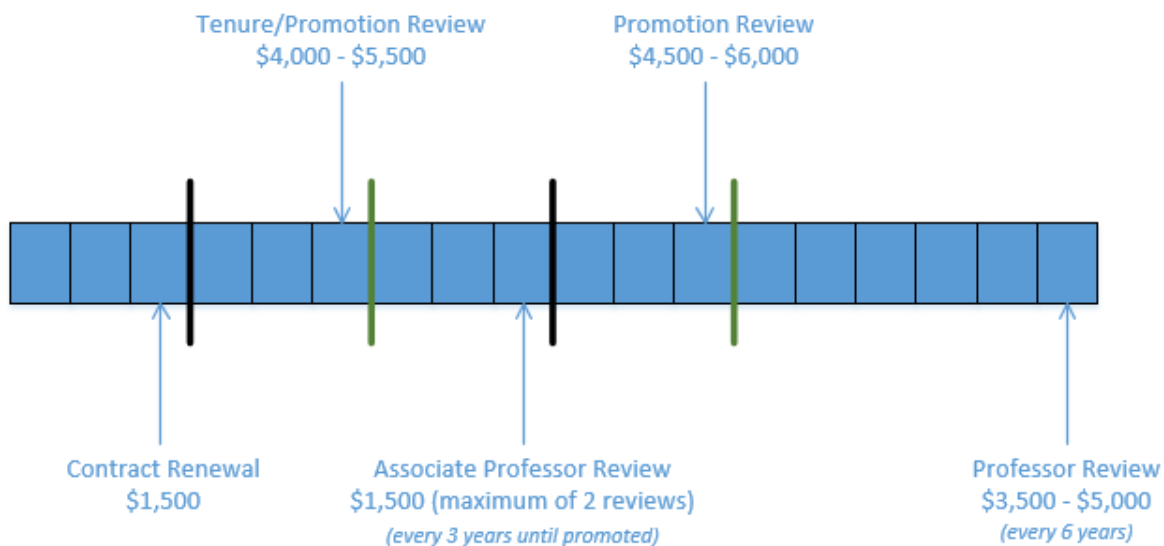
Faculty Merit-Based Compensation System

Faculty performance evaluations are conducted at career milestones as described below. Each evaluation results in a performance rating of either “unacceptable performance,” “solid performance,” “one merit,” or “two merits.” The performance rating remains in effect until the next milestone review. Faculty rated as “unacceptable performance” are ineligible for salary adjustments until a performance rating of at least “solid performance” is achieved.

Annual salary increases, when available, are distributed on the basis of solid performance and meritorious performance. Two-thirds of the available funds are distributed as equal percentage increases to all faculty receiving at least a “solid performance” rating. One-third of the available funds are distributed to faculty receiving above a “solid performance” rating proportional to each merit rating.

Salary adjustments are also given at career milestones as follows.

- Faculty members earning a pre-tenure contract renewal with a performance rating of at least “solid performance” receive a salary adjustment of \$1,500.
- Faculty members earning tenure/promotion receive a salary adjustment of \$4,000 plus a merit adjustment of \$750 for each merit rating.
- Associate Professors undergo review every three years until obtaining the rank of Professor. Those receiving a performance rating of at least “solid performance” receive \$1,500. Beginning with the third review as an associate professor, no milestone salary adjustments are available.
- At promotion to Professor, faculty members receive a salary adjustment of \$4,500 plus a merit adjustment of \$750 per merit rating.
- Professors undergo post-tenure review every six years. Those earning at least a “solid performance” rating receive a salary adjustment of \$3,500 plus a merit adjustment of \$750 per merit rating.



All salary adjustments are in addition to annual salary adjustments.

April 25, 2017, the faculty voted unanimously to endorse this new merit compensation system. Moreover, since the use of departmental quotas was one of the most divisive aspects of past annual merit compensation systems, the faculty were pleased to receive assurances from the administration that under the proposed system there would be no quotas regarding the number of faculty who fall in any particular merit category.

Our Path to Faculty Merit Compensation May 2016 to April 2017

May 27th, 2016, The charge from the BOT to create a Faculty Merit Compensation plan was shared with Karen Crawford (new Senate President).

August 25th, the Senate Retreat – we begin our work and create an Ad-Hoc Faculty Merit Compensation Committee (**AHFMCC**) including: Karen Crawford (Biology and Senate President), Jennifer Cognard-Black (English), Carrie Patterson (Art and Art History), and Richard Platt (Psychology). This team would play a critical part in creating this new system.

September 1st K. Crawford attends the 1st Department Chair Meeting to discuss and gain buy in to this challenge, Sandy Ganzell (Chair, Math and Computer Science) joins our team and Sybol Anderson (Philosophy) later adds to our group.

September 14th, K. Crawford meets with Provost Wick, Larry Vote, Chip Jackson, Shannon Jarboe and Mary Grube, to discuss Staff/Faculty Merit Compensation Charges. Through September, the **AHFMCC** gather examples from Peer and Peer Aspirants; we create drafts and consult with the Senate.

September 29th, the Phase I “DRAFT” is brought to Senate for review, revisions follow and **Phase I** is forwarded to the Administration and Faculty on **Oct. 8th** and then to BOT for the Academic Affairs Committee in **late October**.

October 25th, Faculty Meeting, Provost Mike Wick discusses the process thus far and plans for Self-Reports – in short form, that will be due to the Provost’s Office by email on **Nov. 8th**. He outlines the schedule for moving forward to include his review, due to Human Resources in early December for **January 2017** salary increases.

Throughout the fall and early spring: After finalizing **Phase I**, the **AHFMCC** begins work on **Phase II**, to include more meetings, drafts, comparisons to peers, along with consideration and incorporation of strengths from those documents into our plan. This work was balanced with the other business of the Senate and College.

April 4th, Faculty Meeting: A “DRAFT” of the Standards for evaluation, Self-Report Form, and Letter addressing multiple concerns, was presented to the Faculty and Administration. ***Faculty and Administration input from that meeting prove critical to our progress, result in the creation of several versions of what will become the Faculty Merit-Based Compensation System, and set the stage for faculty by in.***

April 6th and 20th, these developments and documents were extensively discussed at Senate.

April 4/25, Faculty Meeting: The latest version (v5) of the **Faculty Merit-Based Compensation System** was presented to the faculty for review, along with our standards documents including elements crafted by our Librarian Faculty. ***After a healthy discussion, the faculty voted unanimously to endorse this new merit compensation system*** with one modification, the addition of a statement reflecting the current Administration’s commitment that there would be no quotas regarding the number of faculty who fall in any particular merit category. Version 6 (v6) is included with this report.

Statement on Academic Freedom and Freedom of Speech

In its Faculty Handbook, St. Mary's College of Maryland offers a robust defense of academic freedom:

Institutions of higher education, including St. Mary's College of Maryland, exist for the common good. The common good depends on the free search for truth and its free expression. Academic freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the College. Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the academic enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution. All faculty members must maintain their professional competence and their ability to display it in their lectures, performances, publications and exhibitions.¹

Academic freedom is grounded in a commitment to freedom of speech. A public college like ours must be absolutely committed to protecting freedom of speech, both for constitutional and academic reasons. Freedom of speech is, of course, guaranteed by the Constitution and includes, unambiguously, protection for speech that some find offensive, uncivil, or even hateful. Diversity of opinion or perspective is one of the greatest strengths of our public honors college; but it also means that students and others may sometimes hear ideas they strongly disagree with and find deeply offensive.²

At a time when our country is experiencing deep political divisions, the Faculty of St. Mary's College of Maryland believes that it is necessary to reaffirm our strongest commitment to these principles of academic freedom and free speech. As the American Association of University Professors (AAUP) noted in its 1970 statement on Freedom and Responsibility:

Continuing attacks on the integrity of our universities and on the concept of academic freedom itself come from many quarters. These attacks, marked by tactics of intimidation and harassment and by political interference with the autonomy of colleges and universities, provoke harsh responses and counter-responses. Especially in a repressive atmosphere, the faculty's responsibility to defend its freedoms cannot be separated from its responsibility to uphold those freedoms by its own actions. . .³

We, the faculty of St. Mary's College of Maryland, pledge our commitment to these principles and welcome the support of our administration and the Board of Trustees in defending them.

¹ <http://www.smcm.edu/campus-rights/wp-content/uploads/sites/66/2014/12/facultybylaws2014.pdf>, p. 4

² Some of this language is drawn from a statement on "Free speech at the University of Minnesota: Four Core Principles," approved by a majority of members on the University of Minnesota's Faculty Consultative Committee, March 10 2016, http://usenate.umn.edu/usenate/docs/160505free_speech_core_principles.pdf.

³ <https://www.aaup.org/our-work/government-relations/past-campaigns-academic-bill-rights/aaup-policies-classroom>

**DeSousa-Brent Scholars Program
Report to Academic Affairs Committee, Board of Trustees
May 12, 2017**

Performance Measures

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

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

The retention measures in the performance measures are for Fall to Fall. However, it may also be interesting to note the Fall to Spring statistics for our students as noted below.

	Cohort Size	Fall 2014		Spring 15		Fall 2015		Spring 2016		Fall 2016		Spring 2017		On Track FA16?*	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
FA14	42	42	100%	40	95%	39	93%	37	88%	32	76%	31	74%	31	74%
FA15	41					41	100%	40	97%	36	88%	35	85%	34	83%
FA16	38									38	100%	38	100%	37	97%
Preliminary numbers are italicized															
*SP17 not over yet															

Regarding the status of 2015 cohort, one student is taking a leave of absence this semester and hopes to return in Fall 2017, but she will have lost the Spring semester and therefore be behind in her credits. She is being encouraged to take summer classes at a local college to reduce her course credit deficit prior to returning to St. Mary's. The table above indicates that we remain on track with the 2015 cohort.

Institutional Research also tracks students' rates of graduation. The table below shows the four, five and six year graduation rates for scholars.

Cohort	Cohort Siz	4 Yr Gad %		5 Yr Grad %		6 Yr Gad %	
		Number	Percentag	Number	Percentag	Number	Percentag
FA11	31	15	48%	17	55%	17	55%
FA12	27	17	63%	18	67%		
FA13	45	27	60%				
*Preliminary numbers are italicized							

These numbers are preliminary, and a number of students in the 2013 cohort are taking summer classes trying to graduate at least by the end of Summer 2017. If they are successful, they can be counted as having graduated in 4 years.

Retention and Student Success Efforts

Summer Tuition Assistance

Summer Tuition Assistance has again been implemented for 2017, with students taking courses both at St. Mary's and at other institutions. In 2016, 22 students took courses at St. Mary's. As of April 27th, 20 students are taking courses on campus and another 13 at other institutions, including Towson, University of Maryland College Park, University of Maryland University College, University of Maryland Baltimore County, Montgomery College, Anne Arundel Community College, and Prince George's Community College. We expect the number of students participating in this program to rise for both groups.

Early Alert and Midterm Deficiency Interventions

Thirty-one DeSousa-Brent Scholars had a total of 47 academic deficiencies during Spring 2017. This is a reduction from the Fall 2016 statistics. We do not know the final disposition for these students as yet, though 2 have taken leaves of absence, one from the 2015 cohort and one from the 2016 cohort. In addition, some students with midterm deficiencies were seniors who are graduating on time.

Sophomore and Junior Passports

The Sophomore Passport program was instituted in Fall 2016 in order to keep sophomores more engaged with the DeSousa-Brent Scholars Program. The sophomore passport included several social and educational programs, such as working on a degree audit, one-on-one meetings with the DB Program director, and participating in a Faculty Friday program. The Junior Passport was introduced in Spring 2017. Participation in the Passport program overall was down for the Spring semester. The staff is speaking with students to learn why they chose not to participate in the Spring. Two students who completed their passports in the Spring semester will have their books provided by DeSousa-Brent for Fall 2017.

Study Groups and General Academic Support

Study Groups were implemented for DeSousa-Brent scholars in Biology 106, Math 151, Spanish 101, and Chemistry 106. Each of these study groups is supported by an undergraduate DeSousa-Brent mentor. No students identified the need for additional tutoring support during the Spring semester.

DeSousa-Brent Recruitment for 2017 Cohort

Following program staff participation in college fairs and high school visits, the Admissions Office sent over periodic lists of DeSousa-Brent prospects, all of whom have been contacted by the Director and subsequently by DeSousa-Brent mentors. As of April 26, 2017, 35 students have applied to join DeSousa-Brent, of whom 32 have been selected so far. One student was not selected. Recruiting is ongoing and will trail off in late May. We expect approximately 40 students for the 2017 cohort.

Educational and Social Programming

The Spring of 2017 saw a total of 17 programs implemented by the Program Coordinator: 11 educational programs and 6 social ones. Educational program titles included, "The 5 Love Languages," "Envision Your Future with Vision Boards," and "Choosing or Changing Your Major." A number of these programs were presented by DeSousa-Brent scholars. Social programs included a Green Ice Cream Social for St. Patrick's Day, an Easter Mocktail Social and the DB Farewell event when we honor graduating seniors in the program. In addition, DBConnect Mentors planned and implemented 4 programs during the spring semester.

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS**

DEAN OF FACULTY REPORT

MIDDLE STATES MONITORING REPORT

The Middle States conducted a Small Team Visit (Team) at the College on March 26 – March 28, 2017. The team members were Dr. Thomas Greaves, Professor Emeritus of Anthropology and Former Provost at Bucknell University, and Dr. Gladys Palma de Schrynemakers, Assistant Vice President and Associate Provost, Medgar Evers College of the City University of New York. The Team was accompanied by Dr. Tito Guerrero III, Vice President for Middle States Commission on Higher Education.

The Team's draft report was received April 3, 2017, reviewed for correction of fact, and returned on April 4, 2017. The Team has since submitted its report to the Middle States Commission for action during its June, 2017, meeting.

The following excerpt from the Team report summarizes their findings and recommendations to the Commission.

III. Affirmation of Compliance with Requirements of Affiliation Under Review

Based on a review of the monitoring report and appendices, interviews, and other institutional documents, the visitors affirm that the institution continues to meet the Requirements of Affiliation under review.

IV. Commendations and Summary of Institutional Strengths

Commendations:

- The President and leadership are commended for their efforts in strategically reconfiguring critical institutional areas to improve overall effectiveness in addressing the College's urgent priorities.
- The SMCM leadership is commended for creating a stable administrative structure that is dedicated to achieving the mission and goals of the institution.
- The College is commended for the tremendous amount of work the entire institution has undertaken to create a culture of assessment and continual improvement. Even though the College has yet to complete a full assessment cycle, it is evident that the structures and processes that are now in place will help to yield results to improve student learning.

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18 **FACULTY MERIT COMPENSATION SYSTEM**

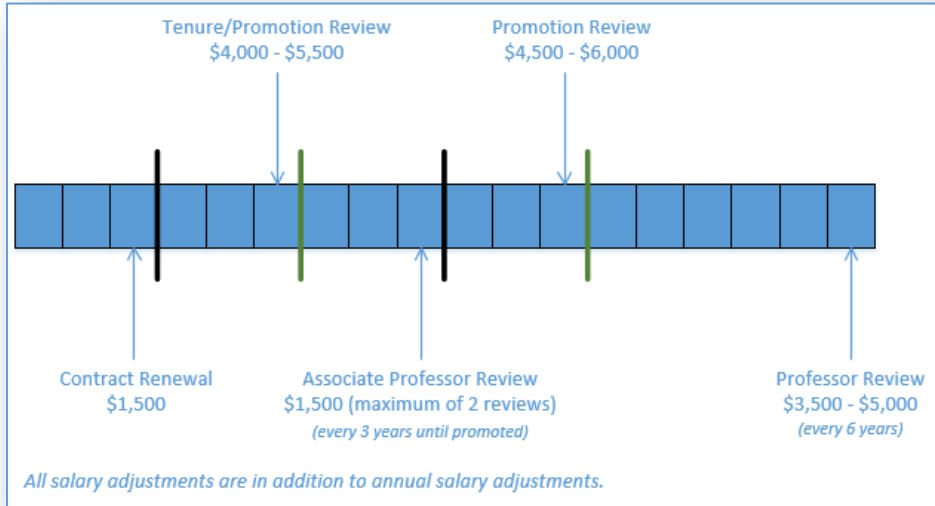
19 President Jordan, the Provost, Faculty Senate Chair Karen Crawford and a small team of faculty
20 developed a faculty merit compensation system that includes merit considerations in both annual salary
21 adjustments and salary adjustments that result from career milestone reviews. The Faculty unanimously
22 endorsed the merit compensation system at its April 25th, 2017, Faculty Meeting.

23 Faculty performance evaluations are conducted at career milestones as described below. Each evaluation
24 results in a performance rating of either “*unacceptable performance*,” “*solid performance*,” “*one merit*,”
25 or “*two merits*.” The performance rating remains in effect until the next milestone review. Faculty rated
26 as “*unacceptable performance*” are ineligible for salary adjustments until a performance rating of at least
27 “*solid performance*” is achieved.

28 Annual salary increases, when available, are distributed on the basis of solid performance and meritorious
29 performance. Two-thirds of the available funds are distributed as equal percentage increases to all faculty
30 receiving at least a “*solid performance*” rating. One-third of the available funds are distributed to faculty
31 receiving above a “*solid performance*” rating proportional to each merit rating.

32 Salary adjustments are also given at career milestones as follows.

- 33 • Faculty members earning a pre-tenure contract renewal with a performance rating of at least
34 “*solid performance*” receive a salary adjustment of \$1,500.
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36 adjustment of \$750 for each merit rating.
- 37 • Associate Professors undergo review every three years until obtaining the rank of Professor.
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39 with the third review as an associate professor, no milestone salary adjustments are available.
- 40 • At promotion to Professor, faculty members receive a salary adjustment of \$4,500 plus a merit
41 adjustment of \$750 per merit rating.
- 42 • Professors undergo post-tenure review every six years. Those earning at least a “*solid*
43 *performance*” rating receive a salary adjustment of \$3,500 plus a merit adjustment of \$750 per
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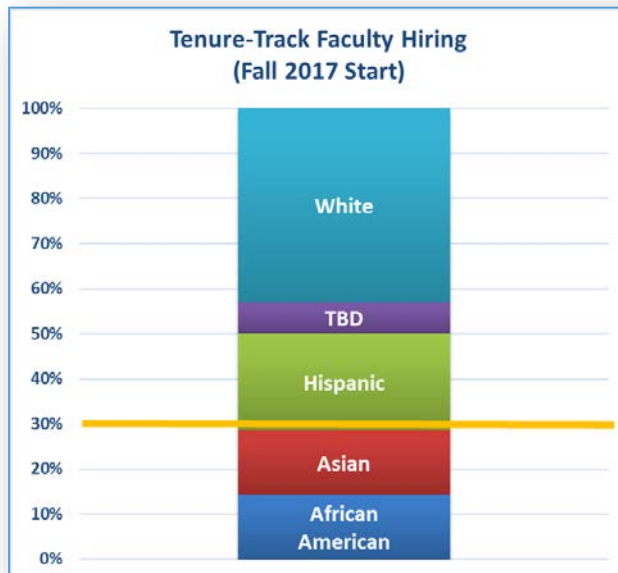


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46 **TENURE-TRACK FACULTY HIRING UPDATE**

47 The College has successfully completed 13 of 14 tenure-track faculty searches for positions to begin with
 48 the Fall 2017 semester. One search is ongoing and expected to result in a successful hire.

49 The strategic plan, *A Time for Rebirth*, established a goal of hiring at least 30% of new faculty from
 50 racially/ethnically diverse backgrounds. The graph below illustrates the racial/ethnic diversity of the 13
 51 faculty hired thus far.



52

53 **EQUITABLE EDUCATION**

54 As part of our ongoing investigation into the status of the College as an effective, efficient, and equitable
55 educational institution, we have conducted a preliminary analysis of student success looking specifically
56 at equitable success across racial/ethnic backgrounds. Student records between Fall 2011 and Spring
57 2016 were analyzed for equity within three broad categories: course success, program success, and overall
58 success.

59 Evidence indicates several inequities between the success rates of White students and those of African
60 American students. Some, but significantly fewer and smaller, inequities exist between the success rates
61 of White students and those of Hispanic students.

62 Preliminary analysis of the inequities suggests several strategies to consider in attempting to close the
63 equity gaps. These include supplemental instruction in key gateway courses, access to online mini-
64 session terms (January term, summer term), peer tutoring, and targeted advising. Further study is
65 necessary to accurately determine the most appropriate strategies.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
ACTION ITEM III.A.**

**RECOMMENDATION TO APPROVE REVISIONS TO ST. MARY'S COLLEGE OF
MARYLAND POLICY ON STUDENT RESIDENCY CLASSIFICATION FOR
ADMISSION, TUITION CHARGE, AND DIFFERENTIAL PURPOSES**

RECOMMENDED ACTION:

The revised Policy on Student Residency Classification for Admission, Tuition Charge, and Differential Purposes is recommended by President Jordan for approval by the Academic Affairs Committee.

RATIONALE:

The revised Policy grants in-state tuition to any active duty service member, or any veteran within three years of discharge, regardless of his/her formal State of residence. This is extended to a spouse or child of an active duty member or veteran who is using Post 9/11 GI Bill Benefits or receiving the Marine Gunnery Sergeant John David Fry Scholarship. The student will retain in-state tuition as long as they are continuously enrolled. This change does not affect any of our currently enrolled students.

The changes were mandated in response to the Veterans Health Care and Benefits Improvement Act of 2016. The wording was prepared in consultation with and approved by the VA and MHEC.

St. Mary's College of Maryland
Policy on Student Residency Classification
for Admission, Tuition Charge, and Differential Purposes

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources, it is the policy of the Board of Trustees of St. Mary's College of Maryland (SMCM) to recognize the tuition categories of in-state and out-of-state students for the purpose of admission and assessing tuition at SMCM.

B. Burden of Proof

The person seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by SMCM upon a review of the totality of facts known or presented to it.

C. In-state Status

To qualify for in-state tuition, a student must demonstrate that, for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to:

1. Make Maryland his or her permanent home; and
2. Abandon his or her former home state; and
3. Reside in Maryland indefinitely; and
4. Reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

Satisfying all of the requirements in Section II (and Section III, when applicable) of this policy demonstrates continuous intent and qualifies a student for in-state tuition.

Students not entitled to in-state status under this policy shall be assigned out-of-state status for admission and tuition purposes.

D. Presumption

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and therefore, does not qualify for in-state status under this policy:

1. A student is attending school or living outside Maryland at the time of application for admission to SMCM, or
2. A student is financially dependent on a person who is not a resident of Maryland.

This presumption may be rebutted. The student bears the burden of rebutting the presumption. See "III. Rebuttal Evidence" below.

II. REQUIREMENTS

Before a request for classification to in-state status will be considered, a student must comply with all of the following requirements for a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. The student must demonstrate he or she:

- A. Owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.
- B. Has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.
- C. Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.
- D. Has registered all owned or leased motor vehicles in Maryland.
- E. Possesses a valid Maryland driver's license, if licensed.
- F. Is registered to vote in Maryland, if registered to vote.
- G. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.
- H. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.
- I. Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student's circumstances have raised the presumption.

III. REBUTTAL EVIDENCE

Satisfying the requirements listed in paragraphs 1-8 of Section II, does not rebut the presumption that a student is in Maryland primarily to attend an educational institution. To overcome the presumption, a student must present additional evidence.

To determine a student's intent, SMCM will evaluate evidence of a student's objectively verifiable conduct. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this policy. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence.

The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this policy.

Additional evidence that will be considered includes, but is not limited to, the following:

A. Source of financial support:

1. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution (e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc.), or
2. Evidence the student is financially dependent upon a person who is a resident of Maryland.

B. Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland that is not University-related or otherwise incident to enrollment as a student in an educational institution.

C. Registration as a Maryland resident with the Selective Service, if male.

D. Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

E. An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to live permanently in Maryland.

IV. NON-RESIDENTS WHO MAY TEMPORARILY QUALIFY FOR IN-STATE STATUS

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

A. A full-time or part-time (at least 50 percent time) regular employee of SMCM.

B. The spouse or financially dependent child of a full-time or part-time (at least 50 percent time) regular employee of SMCM.

C. An active duty member of the Armed Forces of the United States, or the spouse or a financially dependent child of such an active duty member.

D. A veteran of the Armed Forces of the United States who provides documentation that he or she was honorably discharged and currently resides or is domiciled in Maryland.

E. A veteran who resides in Maryland (regardless of his/her formal State of residence) and was discharged from a period of at least 90 days of service in the uniformed services less than three years before the date of the veteran's enrollment and is pursuing a course of education with educational assistance under 38 U.S.C. §3001 or 38 U.S.C. §3301. A veteran as described in this section who is enrolled prior to the expiration of the three year period following discharge will retain in-state status if he or she is using educational benefits and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms).

F. An individual with a relationship to a veteran, provided that:

1. the veteran was discharged or released from a period of at least 90 days of service in the uniformed services less than three years before the date of the individual's enrollment);
2. the individual is entitled to and pursuing a course of education with the Post-9/11 G.I. Bill, 38 U.S.C. §3319; and
3. the individual currently resides in Maryland, regardless of his/her formal State of residence.

Anyone described in subsection F who is enrolled prior to the expiration of the three year period following the veteran's discharge or release will retain in-state status if he or she is using educational benefits and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms).

- G. Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Maryland while attending school (regardless of his/her formal State of residence).
- H. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Specialty Code as determined by the National Guard.
- I. Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Maryland (regardless of his/her formal state of residence) while attending school and the transferor is a member of the uniformed service who is serving on active duty.

V. PROCEDURES

- A. An initial determination of in-state status will be made at the time of admission. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.
- B. A change in status must be requested by submitting a "Petition for Change in Classification for Tuition" to SMCM. A student applying for a change to in-state status must furnish all evidence that the student wishes SMCM to consider at the time the petition is due. The due date the last published date to register for the forthcoming semester/term for which the change in classification is sought.
- C. The student shall notify SMCM in writing within fifteen (15) days of any change in circumstances which may alter in-state status.
- D. In the event incomplete, false, or misleading information is presented, SMCM may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.
- E. SMCM shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on written request the institution President or designee

has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the President.

VI. DEFINITIONS

- A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.
- B. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.
- C. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.
- D. Spouse: A spouse is a partner in a legally contracted marriage.
- E. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.
- F. Regular Employee: A regular employee is a person employed by SMCM who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.
- G. Continuous Enrollment:
 - 1. Undergraduate Student - An undergraduate student who is enrolled at SMCM for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.
 - 2. Graduate and Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirements.

VI. IMPLEMENTATION

This policy as amended by the Board of Trustees on DATE shall be applied to all student tuition classification decisions made on or after this date.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
ACTION ITEM III.B.**

RECOMMENDATION TO APPROVE 2017 CANDIDATES FOR GRADUATION

RECOMMENDED ACTION:

On recommendation of the Provost and Dean of Faculty, and with the concurrence of the faculty, the candidates for the degree of Bachelor of Arts and Bachelor of Science are recommended for approval.

RATIONALE:

By action of the Maryland State Legislature in 1964 St. Mary's College of Maryland was authorized to become a public, four-year college with its own Board of Trustees. The Board of Trustees is vested with all the powers, rights and privileges attending the responsibility of full governance of St. Mary's College of Maryland. The college by-laws enumerate the duties, powers, and responsibilities of the Board of Trustees, officers of the College and the faculty.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
ACTION ITEM III.C.**

RECOMMENDATION TO APPROVE 2017 MAT CANDIDATES FOR GRADUATION

RECOMMENDED ACTION:

On recommendation of the Provost and Dean of Faculty, and with the concurrence of the faculty, the candidates for the Masters of Arts in Teaching degree are recommended for approval pending successful completion of the program.

RATIONALE:

By action of the Maryland State Legislature in 1964 St. Mary's College of Maryland was authorized to become a public, four-year college with its own Board of Trustees. The Board of Trustees is vested with all the powers, rights and privileges attending the responsibility of full governance of St. Mary's College of Maryland. The college by-laws enumerate the duties, powers, and responsibilities of the Board of Trustees, officers of the College and the faculty.



BOARD OF TRUSTEES

ACADEMIC AFFAIRS COMMITTEE OPEN SESSION

MINUTES

Date of Meeting: January 27, 2017

Status of Minutes: Approved April 18, 2017

Committee Members Present: Chair Peter Bruns, Tim Heely, Board Chair Sven Holmes, Glen Ives, Larry Leak '76, Ann McDaniel, President Tuajuanda Jordan

Committee Members Absent: none

Others Present: David Boisvert, Allison Boyle, Leonard Brown, Cindy Broyles '79, Jim Cranmer, Karen Crawford, Carolyn Curry, Peg Duchesne '77, Michael Dunn, Kathy Grimes, Cynthia Gross, Gail Harmon, Chip Jackson, David Kung, Kortet Mensah, Joan Pickett, Allan Wagaman '06, Michael Wick, Anna Yates

Executive Summary:

Meeting was called to order at 9:00 a.m. by Committee Chair Peter Bruns.

DISCUSSION ITEMS:

Faculty Senate Report

Faculty Senate President Karen Crawford reported on College-wide activities that faculty have been working on.

Compensation for Department Chairs

The Faculty Senate received a report from the Faculty Issues Committee (FIC) which examined the need for additional compensation for department chairs. The responsibilities of department chairs have become greater and may continue to increase. Chair compensation should be compared to our peer and peer aspirants. The Committee asked if 11-month contracts or permanent "career" chairs were options. Extending contracts an additional month into the summer would prevent faculty from receiving grant compensation.

Faculty Merit Compensation System

Professor Crawford updated the Committee on the progress of creating a Faculty Merit Compensation System, as charged by the Board of Trustees. Each faculty member turned in a 5-page merit report (Phase 1) to the Provost. Salary letters and rationale were received by faculty in January. The Ad Hoc Faculty Merit Compensation Committee is receiving faculty feedback on Phase 1 and will need more time for the Phase 2 process. It was noted that some faculty feel the merit component is more divisive than useful. The Compensation Committee will continue its work in the spring on Phase 2.

Faculty By-laws

Work continues on reviewing the current document along with streamlining several sections that were sent to the Board in January of 2016. Former Faculty Senate President Wes Jordan has been finalizing those changes and will meet with the Provost to review.

Solidarity Statement

The faculty created a statement of solidarity in support of our campus community members in response to a nationwide movement. The statement was discussed and endorsed by the Senate and shared with the entire campus community.

Criminal Background Check (CBC)

Professor Crawford reported that confusion surrounding the implementation of Criminal Background Checks, prompted the faculty to petition the Senate to investigate the policies, practices and procedures at the College. The Faculty Issues Committee has been charged with this review.

SeahawkLIFE Program

There was positive interaction and discussion at the November faculty meeting regarding the SeahawkLIFE Program. The program would provide residential learning opportunities at St. Mary's College for students with learning challenges.

DeSousa Brent Scholars Program Report

Dr. F.J. Talley, Director of the DeSousa Brent Scholars Program provided an update on the retention and success of the 2015 cohort. The 2015 cohort size is at 35 students. Two students left in the fall and one student returned after a leave of absence. Retention is down by 1 student. This cohort must graduate by August, 2019.

In the fall, meetings with members of the 2015 cohort resulted in several initiatives geared to student success, including tutoring in the sciences, math and other courses. Study groups for first year DeSousa Brent students were formed and are mentored by undergraduate DeSousa Brent students. The Sophomore Passport program continues to keep students engaged by offering social and educational programs. A Junior Passport program will also be offered. Early Alert and mid-term deficiency interventions are in place to keep students on track to graduate in 4 years.

Recruitment for the 2017 cohort is underway. DeSousa Brent staff, along with the Admissions staff attended five college fairs to promote the DeSousa Brent Program. The office has begun to contact students, identified by the Admissions office, as good matches for the DeSousa Brent Program.

The staff has met with the Provost and Vice President for Business and Finance to discuss how the DeSousa Brent Program can provide summer tuition assistance at the DeSousa Brent students' community colleges.

Dean of Faculty Report

Middle States Accreditation Response

Provost Wick provided the Committee with a draft Monitoring Report to the Middle States Commission on Higher Education (MSCHE). The report, a collective effort by the Office of the Provost and Dean of Faculty, the Office of Institutional Research and the Assessment Implementation Team, addresses the recommendations and requirements specified in the MSCHE Evaluation Team's Report. Dr. Wick provided the College's response to the accreditation warning for Standard 14: Assessment of Student Learning; Standard 2: Planning, Resource Allocation, and Institutional Renewal; and Standard 5: Administration: Continuity and Stability of Institutional Administration.

Assessment of Student Learning

The College developed a student learning assessment framework and identified learning outcomes for all programs within the curriculum. Course syllabi were updated to list course-level student learning outcomes. Faculty are fully engaged in this process and understand how critical this is to the institution. The Faculty Senate issued a statement of support last semester. A newly created *Student Learning Assessment Handbook* contains a complete description of the assessment framework and the annual assessment process to be followed.

Planning, Resource Allocation, and Institutional Renewal

During the 2015-16 academic year, members of the Strategic Planning Sub-Committee (SPSC) worked closely with the College community to develop a strategic plan for the College that would include measureable metrics for the assessment of the progress of the strategic plan's goals. Once the Strategic Plan was finalized, the President formed the Strategic Plan Implementation Team (SPIT Fire). This committee has been reviewing the goals, tactics and metrics of the strategic plan. Five working groups have been active this fall and have created a tracking document.

Administration: Continuity and Stability of Institutional Administration.

The College has hired three key permanent positions on the administration team, which previously were held by acting or interim appointments: Provost and Dean of Faculty, Michael Wick; Director of the Library and Media Center, Katherine Pitcher; and Director of Institutional Research, Anne Marie Brady. To ensure continuity and stability of institutional administration, each division of the College is developing standard operating procedures. This ongoing process will document procedures and policies for smooth transitions when a vacancy occurs.

Curricular Efficiency

The Committee was updated on the efficiency of St. Mary's course scheduling. Enrollment data from the fall, 2016 semester indicates that we are 90% efficient in the delivery of the class schedule. Factoring in the curricular role of courses with unused capacity, there appears to be only modest possible savings through revision of course scheduling (<0.5%). Section size also plays a role in curricular efficiency. Increasing section size could result in fewer empty seats by combining like sections. Research shows that there is a correlation between section size and student learning, so increasing sections should be done with caution. Comparison to peer and peer aspirant institutions shows our class sizes are appropriate.

Meeting adjourned at 10:27 a.m.