

ST MARY'S
COLLEGE of MARYLAND

The Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

Open Session
May 11, 2018
Anne Arundel Hall, Blackistone Room



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: May 11, 2018

Date of Next Meeting: TBD

Committee Chair: Peter Bruns

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

Staff Member: Michael Wick

Dashboard Metrics:

N/A

Executive Summary:

INFORMATION ITEMS:

DeSousa-Brent Scholars Program Report
Faculty Senate Report
Dean of Faculty Report
Minutes of February 2, 2018

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

Action Item II.A. Recommendation to Approve 2018 Candidates for Graduation
Action Item II.B. Recommendation to Approve Faculty Bylaws Revision
Action Item II.C. Recommendation to Approve a Minor in Business
Action Item II.D. Recommendation to Approve a Minor in Astrophysics
Action Item II.E. Recommendation to Approve a Major in Women, Gender, and Sexuality Studies

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
MEETING OF MAY 11, 2018**

**OPEN SESSION
AGENDA**

I. CALL TO ORDER

II. ACTION ITEMS

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| B. Recommendation to Approve Faculty Bylaws Revision. | Page 2 |
| C. Recommendation to Approve a Minor in Business | Page 6 |
| D. Recommendation to Approve a Minor in Astrophysics | Page 27 |
| E. Recommendation to Approve a Major in Women, Gender, and Sexuality Studies (WGSX) | Page 33 |

III. INFORMATION ITEMS

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| D. Meeting Minutes of February 2, 2018 | Page 59 |

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**ACTION ITEM II.A.
RECOMMENDATION TO APPROVE
2018 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, Bachelor of Science, and Master of Arts in Teaching 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 Bylaws enumerate the duties, powers, and responsibilities of the Board of Trustees, officers of the College and the faculty.

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**ACTION ITEM II.B.
RECOMMENDATION TO APPROVE
FACULTY BYLAWS REVISION**

RECOMMENDED ACTION:

The Academic Affairs Committee recommends that the Board of Trustees approve the following revision to the St. Mary’s College of Maryland Faculty Bylaws to establish a lecture title series and its associated personnel policies.

RATIONALE:

This new title series and its associated personnel policies will create job security for non-tenure-track faculty with long-term commitment to the College. Additionally, it limits duties to direct instruction to avoid equating lecturer positions with tenure-track positions. The faculty voted to approve these changes at the April 3rd and April 24th faculty meetings.

Section II.B.2.C.1:

- 127 c. Each academic department is administered by a department chair who leads the
128 department faculty.
129 1) The department faculty consist of all persons occupying full-time teaching
130 positions (including visiting and term positions) and persons occupying lecturer
131 positions assigned to the department.
132 2) The department faculty may invite members of the professional staff and part-
133 time faculty who contribute to department programs to participate in decisions
134 on curriculum and policy matters.

Section II.D.1.b:

- 165 1. The faculty of St. Mary’s College of Maryland shall consist of:
166 a. all persons occupying tenured and tenure-track positions;
167 b. all persons occupying lecturer, visiting, term, or adjunct positions;
168 c. the Dean of Faculty;
169 d. the President;
170 e. the deans and associate deans who are appointed from the faculty.

Section II.D.4.a.3:

- 214 3) Each full-time faculty member at St. Mary’s College of Maryland will serve in one of
215 the four ranks: professor, associate professor, assistant professor, instructor. Each
216 lecturer will serve in one of three ranks: [no prefix] lecturer, senior lecturer, master
217 lecturer. It is expected that most faculty members will be either on tenured or on
218 tenure-track appointments with contracts appropriate to their rank.

Section II.D.4.c.2:

279 2) Lecturer Appointments
280 The Lecturer title series is reserved for instructional positions with an increased
281 emphasis on teaching. Positions within the Lecturer title series carry modest
282 expectations of scholarly activity directed at academic and professional currency.
283 Modest service to the College beyond basic departmental citizenship is valued but
284 not required for these positions.
285
286 Faculty employed within the Lecturer title series are not eligible for tenure
287 regardless of their length of service to the College. In the event that a faculty
288 member in the Lecturer series applies for and accepts a tenure-track faculty
289 position, time spent in the Lecturer title series shall not be counted toward any
290 portion of a tenure-track probationary period.
291
292 Lecturer appointments must be at least half-time and are 10-month appointments. -
293 All appointment policies are expressed in terms of full-time equivalent years of
294 service. Summer teaching assignments (unless in lieu of academic-year teaching
295 assignments) and overload assignments do not count toward full-time equivalent
296 years of service. One academic year of full employment is considered 1.0 full-time
297 equivalent years of service.

NOTE: Subsequent subsection numbering adjusted to reflect the above addition.

Section III.D.1.a:

- 686 D. Meetings
687 1. Individuals Eligible to Vote
688 a. all persons occupying tenured, tenure-track, lecturer, or full-time temporary
689 appointments
690 b. deans and associate deans who are members of the faculty
691 c. Dean of Faculty of the College
692 d. President of the College
693 e. all full-time college employees teaching at least four credit hours in the current
694 semester.

Section IV:

- 751 IV. By-Laws Governing Lecturer Appointments and Evaluations
- 752 A. Minimum Criteria for Appointing Lecturers at Rank
- 753 1. Lecturer
- 754 a. A Master's degree in a field relevant to the area of instruction.
- 755 b. Typically less than six years of full-time teaching experience in higher education.
- 756 2. Senior Lecturer
- 757 a. A Master's degree in a field relevant to the area of instruction.
- 758 b. Typically at least five years of full-time teaching experience in higher education.
- 759 3. Master Lecturer
- 760 a. A Master's degree in a field relevant to the area of instruction.
- 761 b. Typically at least five years full-time teaching experience in higher education at the rank of Senior
- 762 Lecturer or the equivalent.
- 763 B. Conditions for Lecturer Appointments
- 764 1. The initial appointment is typically for a period of three years. A notice that the appointment will or
- 765 will not be renewed must be given in writing by the Provost's Office no later than 6 months before the
- 766 expiration of the contract.
- 767 2. A second appointment is typically for a period of three years. Again, notice that the appointment will
- 768 or will not be renewed must be given in writing by the Provost's Office no later than 12 months before
- 769 the expiration of the contract. Renewed appointments are for a period of five years.
- 770 3. Renewals after the second appointment are typically for a period of five years. For such renewals,
- 771 notice that the appointment will or will not be extended for another five years must be given in writing
- 772 by the Provost's Office no later than 12 months before the expiration of the contract.
- 773 4. Any failure to provide the required renewal notice shall result in a one-year extension of the existing
- 774 contract.
- 775
- 776 Faculty within the Lecturer series will be appointed to the College under the immediate supervision of the
- 777 Office of the Provost. As appropriate to the disciplinary expertise of the faculty member and the
- 778 anticipated teaching responsibilities, the Provost may delegate immediate supervision to a department
- 779 chair, cross-disciplinary program coordinator, or other person as deemed by the Provost to be consistent
- 780 with the effective operation of the faculty member's duties.
- 781
- 782 The full-time teaching load for faculty in the Lecturer title series is eight courses (32 credits) per academic
- 783 year or its equivalent. At the request of the faculty member and based on the needs of the College, a
- 784 summer teaching load, a specified advising load, or an administrative assignment can be substituted for a
- 785 portion of the academic year load without additional compensation.
- 786
- 787 Scholarly activity sufficient to remain current in pedagogy and disciplinary content is expected within the
- 788 full-time load. Scholarly activity beyond that sufficient for currency is allowed but shall not be considered
- 789 in personnel actions.
- 790
- 791 Service beyond basic departmental citizenship (attending meetings, responding to requests, carrying share
- 792 of administrative workload, etc.) is not expected but can be valued in personnel actions.
- 793
- 794 Compensation within the Lecturer title series will be commensurate with experience and competitive to that
- 795 of tenure-track faculty positions. Faculty in the Lecturer title series shall be eligible for inclusion in annual
- 796 pay plan increases assuming they meet the minimum residency requirements put forth by the College.
- 797
- 798 Contract renewals and promotions within the Lecturer title series will include concomitant salary
- 799 adjustments competitive to those received by tenure-track faculty members at similar career milestones.
- 800
- 801 C. Standards for Evaluating Lecturers
- 802 1. The basic criterion of evaluation is excellence in teaching. Lecturer positions carry only modest
- 803 expectations of scholarly activity directed at academic and professional currency. Modest service to
- 804 the College beyond basic departmental citizenship is valued but not required for these positions.
- 805 Teaching of high quality and the maintenance of excellence and competence in the classroom are the
- 806 primary criterion and cannot be replaced by achievement in the other areas.
- 807 2. Evaluation of excellence in teaching shall follow the standards defined for tenure-track faculty.
- 808 3. Expected teaching achievements at various ranks shall follow the teaching achievements expectations
- 809 for tenure-track faculty at commensurate ranks. Persons who are not professionally or pedagogically
- 810 current should not be renewed.
- 811

Note: Subsequent section numbering adjusted to reflect the above addition.

Section IV.I (renumbered to Section V based on earlier addition)

812 **IV.V. By-laws Governing Faculty Appointments, Evaluations and Tenure**

...

- 1435 I. Evaluation Process of Faculty on Lecturer or Term or Visiting or Adjunct Appointments
- 1436 1. Program chairs or coordinators are responsible for reviewing the performance of faculty
- 1437 members on lecturer, term, visiting or adjunct appointments. They should regularly review
- 1438 the student evaluations of these faculty members and meet with them to discuss the
- 1439 results. Persons who are not professionally competent or who lack effective teaching skills
- 1440 should not be reappointed. Recommendations are made directly the Dean of Faculty.

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

RECOMMENDATION TO APPROVE A MINOR IN BUSINESS

RECOMMENDED ACTION:

The Academic Affairs Committee recommends that the Board of Trustees approve the curriculum proposal for a minor in Business.

RATIONALE:

In response to parent and student inquiries regarding offerings at the College, the Economics Department developed a Business Minor by creating one new course and combining it with several existing courses. This new minor will likely create a powerful tool for recruiting students interested in business.

April 3, 2018

Alan Dillingham
Department Chair, Economics Department

Dear Alan,

The CRC voted unanimously in favor of the submitted proposal (including revision in memo) to offer a business minor.

We agree the proposed minor addresses the needs of our students and the College. We recognize that the business minor would provide meaningful value-added learning experiences for our student population, and position them favorably in a competitive job market. In addition, the proposed business minor is consistent with programs of peer and aspirant institutions while delivering a distinctive SMCM element. We appreciated that the minor was designed to utilize existing resources to the greatest extent possible.

Congratulations on developing this exciting initiative for the College.

Sincerely,



Barry Ross Muchnick
Chair, Curriculum Review Committee
Assistant Professor Environmental Studies
St. Mary's College of Maryland

cc: Karen Crawford, Faculty Senate President

DATE: March 19, 2018

TO: Barry Muchnik

FROM: Alan Dillingham, Professor of Economics and Chair, Economics Department

RE: Response to CRC Questions on the Proposed Business Minor

Thanks for your email with the questions from the CRC members about our proposed business minor. I am happy to respond and try to answer the questions. And I am happy to discuss with members of or with the CRC if so desired at a later date. Note that I have included the proposal packet as an attachment to this memo.

Why no upper level courses?

The standard business minor is made up of introductory level courses. If you review our appendix 2, you will see that other programs have business minors very similar to our proposed minor. The basic structure of these minors is driven by the programs typically offered in business schools. Few students major in “general business.” They choose a more specific major within business. The most well-known and frequently offered majors would be: management, finance, economics, marketing, accounting, and business information systems. Some institutions would offer even more specific majors, such as production management. This pattern suggests that students with business interests must be “introduced” to these different business areas at an early stage so that they are prepared to pursue a specific chosen path in the latter half of their undergraduate program. Consequently, the business minor consists of introductory courses to these key areas of business.

What is Information Literacy in Economics / Business, and how does ECON 253 address this Institutional Learning Objective?

Information literacy in economics and business has many facets, but the first essential building block consists primarily of being able to obtain, analyze, and interpret economic and business data. At lower levels, this would involve being able to identify reliable sources of publicly available data, downloading and transforming such data using Excel, and interpreting basic transformations. Additionally, students should be able to interpret tables and graphs of data presented in reputable popular press outlets such as the New York Times, The Washington Post, Business Week, and the Economist. These are all competencies which are taught in introductory level courses including Principles of Microeconomics, Principles of Macroeconomics, and Economic Statistics. Additionally, in Economic Statistics (ECON 253) the analytical requirements would increase, to include the ability to conduct and interpret inferential statistical analyses. Students in ECON 253 will also begin to learn about the peer reviewed literature within the disciplines of economics and business, but the greater emphasis is on sourcing and analyzing data.

The proposal downplays resources required—additional staffing at 300 level.

I am a bit perplexed by this question as the proposal does not include any 300 level courses. More broadly, we do believe we have the human resources to get this program up and running. Recently we have been operating with fewer faculty and fewer class sections than is typical. This is due to an unusually large number of faculty (two or three, depending upon the semester) being on leave and the overall decline in College enrollments which has reduced economics enrollments. The faculty members on leave have not been fully replaced. We have typically offered 5 sections per semester of introductory economics and at least two sections of introductory statistics. Most recently we have offered only four of

intro economics and one of stats. As regular staffing resumes, we are able to expand our introductory offerings without sacrificing other offerings or seeking new faculty lines. We have regularly offered Introductory Accounting and Business Law with adjunct faculty. The enrollments in these two courses have been in the single digits. Consequently, we can handle a significant increase in enrollments at current staffing levels.

The proposal acknowledges that staffing the new Principles of Management course will divert a faculty member from teaching a 300-level economics course. If demand for the minor grows rapidly, this could pressure the 300-level course offerings within economics, however we do not anticipate any immediate problems on this front. With normal staffing levels our 300 level offerings will not be materially affected. While difficult to predict, we do anticipate a decrease in the number of students pursuing the economics minor because we believe that some students will substitute the business minor. If this comes to pass, it will help us accommodate business minor enrollments by adjusting course and section scheduling.

The proposal downplays resources required—library resources.

We do believe that library resources are adequate. All courses in the minor but one—introductory management—have been offered regularly in recent years. The management course was previously offered regularly some years ago. The library has been very cooperative in supporting our efforts to build out appropriate resources for our programs. We don't see any significant resource issues here.

The proposal downplays resources required—IT resources.

We do not require a new computer lab to initiate this minor. Will the availability of the proposed minor put additional demands on existing computer labs? Possibly. We have used the Kent Hall computer lab for our introductory statistics courses. As we share this lab with other departments in Kent, it can be difficult to schedule the lab. We have raised this issue with the building facilities coordinator but we have not yet had the benefit of a collective discussion about it. As noted above, at present we have the ability to expand our intro stats course offerings without a lab problem. But if the minor interest is such that we get large increases in enrollments, and if other Kent Hall programs expand their offerings requiring a computer lab, then we could run into lab resource constraints. I personally know nothing about the lab facilities in Baltimore Hall (Anne Arundel Hall does not have a computer lab), but I can tell you that if either or both of these labs have the appropriate hardware and software we have no problem making use of them.

TO: Barry Muchnick, Chair
Curriculum Review Committee

FROM: Alan Dillingham, Department Chair
Economics Department

RE: Proposal for a Business minor

DATE: February 13, 2018

The Economics Department is submitting a proposal for a newly developed Business minor. This proposal was unanimously approved by the Economics Department at a meeting on February 13, 2018.

Development of the proposal was guided by our belief that the new minor should:

- 1) address the needs of our students and the College;
- 2) provide meaningful value-added relative to existing majors and minors;
- 3) be consistent with traditional Business minors while also offering a distinctive SMCM element; and
- 4) utilize existing resources to the extent possible.

The Business minor is designed to complement a wide range of majors currently offered on campus. The proposed minor consists of six required lower division courses all but one of which are currently in the catalog. The one course not in the catalog will be offered as an experimental course in the Fall 2018 semester. This program is consistent with the pedagogical objectives of both the department and the college as a liberal arts institution. The proposed program has three program learning objectives that mesh with those of the broader economics major and minor programs. The specific objectives are identified in the proposal.

TO: Barry Muchnick, Chair
Curriculum Review Committee

FROM: Alan Dillingham, Department Chair
Economics Department

RE: Proposal for a Business minor

DATE: February 13, 2018

CONTENTS:

Rationale
Program Learning Outcomes
Resource Requirements
Effect on Other Departments
Catalog Copy

Appendix 1: Comparison of proposed Business Minor requirements to those at Towson, Salisbury, and McDaniel

Appendix 2: Comparison of the proposed Business Minor requirements to the requirements of the existing Economics Minor and the Economics Major

Appendix 3: Listing of peer and peer-aspirant schools; identification of schools offering business major and/or business minor

The Business minor is designed to complement a wide range of majors currently offered on campus. The Business minor could also be paired with the Economics major, as half of the required courses for the minor cannot be used to satisfy requirements for the Economics major.¹ The Business minor is also distinct from the Economics minor, with only two shared courses between them. The minor requirements as specified in Appendix 1 (see page 12) and in the catalog copy were designed to be consistent with the pedagogical goals of the department and college, and to enhance our students' data handling and analytical skills, understanding of organizations, and preparation for a wide range of potential careers. The Economics department has unanimously approved these requirements, and the planned issuing of the minor credential to students who complete same.

¹ To put this in context, there is more overlap between some existing major/minor pairs. For example, three of the *required* courses for the Economics minor can be used to satisfy requirements for the Public Policy major, and additional 300-level Economics courses which are choices for satisfying elective requirements can be used to satisfy requirements for the Public Policy major. It would thus be common to have a four-course overlap between the Public Policy major and the Economics minor. Three course overlaps, as is the case here, are quite common for many major/minor pairs.

Business Minor Proposal CRC Submission

The “Catalog Copy” section of the submission is a complete copy of the Economics section of the catalog. The new material to be included in the catalog has been highlighted, and is located on page 9. We have not included the course listing from the catalog, as no new courses are being added at this time.²

RATIONALE

Prospective and matriculated St. Mary’s students have long expressed an interest in Business as a program of study. The Economics department acknowledges the value that a minor in Business could provide to students across the campus, and is confident that the department can deliver a program of study that is consistent with prevailing standards.

The Business minor would consist of six required courses (24 credits). Business Law would be a distinctive element of the St. Mary’s Business minor, with all other required courses typical of the Business minor offered at other Maryland institutions. (See Appendix 1)

The Business minor will be consistent with the College’s *mission* of developing a curriculum that serves all our students, the *values* of integrating theory and practice and a student-centered ethos, and the *goals* of engaging students in a rigorous, experiential, flexible, innovative academic environment and graduating prepared, responsible, and thoughtful global citizens and leaders. The Business minor requirement that students’ complete economic statistics will contribute to the achievement of information literacy, an Institutional Learning Outcome (ILO). The course will also act as a foundation for data analytics that is now the core element of all business operations.

Students are increasingly mindful of the fact that the job market is highly competitive, and they seek ways to differentiate themselves with prospective employers. The Business minor will allow students from many different majors to do just that. Finally, the current challenging environment for recruitment of college-bound students necessitates the development of programs that are consistent with the mission of the college and communicate value to parents of prospective students. This Business minor is such a program. The college loses many prospective students because we do not offer a business degree. The Economics Department does not support the development of a business major at St. Mary’s, for a variety of reasons that need not be addressed here. This minor program, however, is consistent with the pedagogical objectives of both the department and the college as a liberal arts institution. At the same time, it would send a signal to parents that students will have the opportunity to develop competencies valued by employers.

² The Principles of Management course will be offered as an experimental course in Fall 2018. After this offering the course learning outcomes and syllabus will be refined, and a request to add the course to the catalog will be forwarded to the CRC. We are also considering changing the Hegis code for courses that satisfy requirements in the Business minor but not the Economics major (Principles of Accounting, Business Law, Principles of Management) to BUSI, to provide clearer guidance for students, but we are not prepared to make that change at this time.

Business Minor Proposal CRC Submission

PROGRAM LEARNING OBJECTIVES

The program learning objectives for the proposed Business minor are:

1. Graduates will demonstrate effective oral communication
2. Graduates will demonstrate an ability to analyze business information
3. Graduates will demonstrate knowledge of the legal environment impacting business organizations.

RESOURCE REQUIREMENTS

The Economics department anticipates that the minor can be initially launched with limited new resources. However, should the minor prove popular, additional resources, as detailed below, would become necessary.

COURSE DEVELOPMENT

Five of the six courses required for the minor are currently offered by the department. The sixth course, Introduction to Management, is an essential component of a Business minor, and must be developed. We have placed Introduction to Management on the Fall 2018 schedule as an experimental course. It is a standard core course in any business program. We anticipate that this course will be taught by a current faculty member with a background in Business. Support for course development is unnecessary for the introduction of this minor. However, larger than anticipated enrollments and/or future revisions in the minor requirements could necessitate limited future support for course development.

COURSE STAFFING

The Introduction to Management course can be taught by current faculty (see above), however, doing so will reduce the number of 300-level economics courses that can be offered. This is particularly problematic as the Economics department has consistently struggled to meet the demand for 300-level courses in recent years, and difficulty registering for these courses has been a frequent student complaint.

The Principles of Accounting requirement is another essential component of a Business minor. The department has long offered an accounting course, but this course has been taught by an adjunct. If demand for the minor were to grow to a level that required multiple sections of Principles of Accounting, it might be difficult to meet the need with adjunct staffing alone. Further, there may be concerns about delivering a required course solely with adjunct staffing. The Business Law course, which is a routine departmental offering, has also been taught by adjunct faculty, raising similar concerns.

The Economic Statistics requirement is essential for a strong Business minor. This course is a regular offering in the department, and initially should not pose a staffing problem. To the extent that students from diverse majors choose to add the Business minor, this will increase demand for the Economic Statistics course, which may lead to staffing pressure in this area.

A solid foundation in economic principles is an essential element of any Business program, and a requirement for admission to an MBA program. These courses are

Business Minor Proposal CRC Submission

routinely offered by the Economics department, and all members of the department are qualified to teach these courses. Initially, therefore, there will be no problem staffing these courses. However, if demand for the minor is strong, it will increase the number of sections needing to be offered, ultimately necessitating additional resources.

COMPUTER LAB SPACE

There is currently only one computer lab in Kent Hall, which is shared with the other academic building on the south (historic) side of campus, as Anne Arundel Hall lacks its own computer lab. There is currently excess demand for this lab, and course offerings are commonly constrained by an inability to book lab time. This deficiency already hurts our ability to deliver rigorous, relevant, experiential learning opportunities to our students. The Business minor would further exacerbate this untenable situation. ***If the Business minor is adopted development of a second computer lab must be a top priority.***

EFFECT ON OTHER DEPARTMENTS

The primary department that will be affected by this change is the Economics department. We anticipate that a number of students who currently minor in Economics will choose to minor in Business instead. This may affect demand for upper-division economics courses which cannot be used to satisfy the requirements for the Business minor. However, this may not result in an absolute reduction in demand for those courses, if the new Business minor leads to higher enrollment, some of which is likely to be within the Economics major. We do not anticipate any impact on other departments, except through possible higher enrollment. Because the Business minor can pair well with any major, any increase in enrollment is apt to be spread throughout the existing majors on campus. To the extent that the existence of the minor might draw additional students to the Economics major, it is our expectation that such growth would come from new students – those whom we might have otherwise lost to a school with a business major – not from other departments.

CATALOG COPY

See next page.

Economics

[View Economics Department website](#)

Economics is the study of the process through which individuals and societies solve a particular human problem: how to ensure that limited resources are put to their highest and best use. Economists research a variety of subjects related to this particular problem, including unemployment, technological change, poverty, environmental quality and international trade.

Two trends in the modern economy are given special emphasis in the economics major. First, for the last two centuries there has been a trend in the global economy toward the use of individual choice through markets as the process for dealing with this basic human problem of resource use. Second, there is an increasing economic integration among the world's economies as global trade in international markets becomes extensive.

The 21st century will see a continuation of the spread of markets as the organizing mechanism of economic activity throughout the world. The economics major focuses on how markets serve this function and analyzes what policies are needed for them to serve it effectively. With this focus, the economics major is structured to assist students in gaining a systematic introduction to the theoretical and empirical techniques of economics. Since many areas of economics have broad social implications, the major also provides the opportunity to study economics as a social science and to discover the interrelationships which economics has with other disciplines.

Economics is primarily an analytical discipline. Therefore, the economics major begins with a core of theory and research methods that students will need in order to analyze economic problems.

Students will then work on economic problems by choosing from options in the areas of economic and social policy, economic theory and applications, global economic issues, and business economics. Students complete the major through their participation in a senior experience seminar or their production of a St. Mary's Project. The goals of the major are to provide students with a framework for understanding and evaluating the operation of the United States and other economies, to assist them in the formation of intelligent, informed and critical judgments on economic issues of public and private concern, and to empower them to have a solid foundation of economic knowledge that will enable them to be lifelong learners.

A major in economics provides a suitable basis for careers in business, government and international agencies, law, teaching, public service and journalism. It also offers the introductory stage for students interested in graduate work in economics or business. As the economy of the 21st century will require knowledgeable workers

Business Minor Proposal CRC Submission

who can function in information-based organizations, courses in the economics major stress the use and application of information technology.

Members of the economics faculty will advise each student on the composition of an appropriate program, given the individual's interests and objectives. Any student considering a major in economics is urged to consult with a member of the economics faculty as early as possible. Members of the economics faculty are committed to mentoring students in the development of their own ideas in the initiation and realization of St. Mary's Projects.

Graduate School Preparation

Students who are considering graduate study in economics are strongly advised to take coursework in mathematics and statistics beyond those required for the major. ECON 425 and MATH 151, 152 and 256 are essential for graduate study; MATH 255 and 312 are recommended as well.

Learning Outcomes

- Explain the fundamentals of micro and macro economic theory
- Perform data analysis within the context of economics
- Interpret economic data
- Apply economic tenets across the subfields within economics
- Produce develop evidence-based theses within the discipline of economics
- Demonstrate effective oral and written communication

Degree Requirements for the Economics Major

General College Requirements

General College Requirements (see Curriculum section), including the following requirements to satisfy the major

Minimum of 48 Credit Hours of Coursework

A minimum of 48 credit hours of coursework carrying economics credit and distributed as follows:

Theory core: 16 credits consisting of

- ECON 102: Principles of Microeconomics
- ECON 103: Principles of Macroeconomics

Business Minor Proposal
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- ECON 251: Intermediate Macroeconomics
- ECON 252: Intermediate Microeconomics

Analytical skills

- four credits consisting of ECON 253: Economic Statistics

Twenty-four credit hours of economics at the 300-level with at least one chosen from each of the following options:

Economic and Social Policy: Courses in this option have a common theme of public policy research applications of economics.

- ECON 316: Economics of Race and Gender
- ECON 325: Urban Economics and Urban Issues
- ECON 350: Environmental Economics
- ECON 354: Natural Resource Economics
- ECON 355: Labor Economics

Economic Theory and Application:

- Courses in this option use advanced techniques in economic theory and are recommended for graduate study in economics.
- ECON 351: Industrial Organization and Regulation
- ECON 356: International Economics
- ECON 359: Public Sector Economics
- ECON 363: Political Economy
- ECON 364: Game Theory

Global Economic Issues: Courses in this option provide an international and comparative perspective of economic analysis.

- ECON 318: International Finance
- ECON 360: Comparative Economic Systems
- ECON 372: Economics of Developing Countries
- ECON 377: China's Economy

Business Economics: Courses in this option apply the economic approach to business.

- ECON 342: Analyzing Financial Data
- ECON 353: Corporation Finance
- ECON 357: Money and Banking

ECON 310: Topics in Economics may fit into any one of the four special areas listed above, depending on the specific topic it covers.

Senior Experience

Senior Experience: The objectives of the courses in this requirement are to give students a way to build on the theory and methods of economics learned during the first three years, to allow students to gain expertise in the area they choose to study, and to improve their research and writing skills. Students must choose at least one of the following courses:

- ECON 405: The History of Economic Thought
- ECON 412: U.S. Economic History
- ECON 425: Econometrics
- ECON 459: Senior Seminar in Economics
- ECON 493/494: (An eight credit hour St. Mary's Project in economics or other major may fulfill the senior experience with the permission of the chair of the Economics Department)

Minimum Grade and GPA Requirements

Students must earn a minimum grade of C- in all required economics courses and maintain an overall GPA of 2.0 or better in these courses.

Sequence of Study

The following model is suggested as a possible basic program to satisfy requirements for the major in economics:

- **First Year:**
ECON 102 and ECON 103 and the Core Curriculum requirement in Mathematics.
- **Sophomore Year:**
200-level courses in the major requirements and one upper-level course in the major.
- **Junior Year:**
Two or three 300-level courses in economics.
- **Senior Year:** Two or three 300- or 400-level

Degree Requirements for the Economics Minor

General College Requirements

General College Requirements (see Curriculum section), including the following requirements to satisfy the minor

At least 24 credit-hours in Economics

Required Courses (12 Credit Hours)

- ECON 102: Principles of Microeconomics
- ECON 103: Principles of Macroeconomics
- ECON 251: Intermediate Macroeconomics or ECON 252: Intermediate Microeconomics

Elective Courses (12 Credit Hours)

- Three other 4-credit economics courses, two of which must be at the 300 or 400 level.

Minimum Grade and GPA Requirements

A grade of C- or better must be received in each course of the minor, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

Degree Requirements for the Business Minor

The six-course business minor equips students with basic business concepts and tools that can be applied to enhance the application and marketability of their liberal arts education. Requirements of the minor – including courses in management, accounting, business law, statistics, and economics – combine theory and practice to build a strong knowledge base of core business processes. The Business minor complements many majors, enhancing discipline-specific skills with preparation for today’s competitive business environment.

General College Requirements

General College Requirements (see Curriculum section), including the following requirements to satisfy the minor

At least 24 credit-hours in Economics or Business Required Courses (24 Credit Hours)

- ECON 102: Principles of Microeconomics
- ECON 103: Principles of Macroeconomics
- ECON 209: Business Law
- ECON 220: Principles of Management
- ECON 250: Principles of Accounting
- ECON 253: Economic Statistics

Minimum Grade and GPA Requirements

A grade of C- or better must be received in each course of the minor, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

Requirements for Certificate in Economic Statistics and Analysis Jointly Endorsed by SAS

St. Mary’s College of Maryland economics majors have the opportunity to earn a certificate documenting the attainment of advanced statistical and analytic skills, jointly

Business Minor Proposal CRC Submission

endorsed by St. Mary's College of Maryland and SAS a data analytics company primarily known for their eponymous statistical software. An ability to design, execute and interpret statistical analyses is attractive to employers, many of whom especially value the ability to write code (syntax) for data handling and analysis. SAS is an analytical software package that is widely used by Fortune 500 companies and Federal agencies.

General College Requirements

General College Requirements (see Curriculum section), Requirements for a Degree in Economics (see Degree Requirements for Economics Major) and the following requirements to satisfy the certificate:

Required Foundation Courses (8 Credit Hours)

- ECON 252: Intermediate Microeconomics
- ECON 253: Economic Statistics (must be a section that utilizes SAS)

Elective Course (4 Credit Hours)

- Any 300 or 400 level course in which SAS is utilized extensively. Currently this requirement can be met by:
- ECON 353: Corporate Finance (must be a section that utilizes SAS)

Capstone Requirement (4-8 Credit Hours)

The Certificate in Economic Statistics and Analysis, jointly endorsed by SAS, requires the successful completion of a capstone project which makes use of SAS (including writing syntax) to execute a statistical analysis of the student's own design. Additionally the student must present his or her findings in both written and oral form. This requirement may be satisfied by:

- ECON 493/494: St. Mary's Project (project must be consistent with requirements outlined above)

OR

- ECON 459: Senior Seminar in Economics (course must be consistent with requirements outlined above)

Minimum Grade and GPA Requirements

A grade of B- or better must be received in each course used to satisfy the requirements for the certificate, and the cumulative grade-point average of courses used to satisfy the major must be at least 2.5.

Requirements for Teacher Certification

A Master of Arts in Teaching Program is available at St. Mary's College of Maryland after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in educational studies and their specific major. These consultations should take place during the first semester of the sophomore year.

Faculty

Alan Dillingham (department chair), Amanda Deerfield, Asif Dowla, Faruk Duzenli, Amy Henderson, Donald Stabile.

Appendix 1

Comparing Requirements: Economics Major v. Economics Minor v. Business Administration Minor

Economics Courses in the SMCM Catalog	Required for Economics Major	Required for Economics Minor	Required for Business Minor
Number of Courses/Credits Required:	12/48	6/24	6/24
ECON 102. Principles of Microeconomics	x	x	x
ECON 103. Principles of Macroeconomics	x	x	x
ECON 209. Business Law			x
ECON 250. Principles of Accounting			x
ECON 251. Intermediate Macroeconomics	x	251 or	
ECON 252. Intermediate Microeconomics	x	252	
ECON 253. Economic Statistics	x		x
ECON 310. Topics in Economics	f		
ECON 316. The Economics of Race and Gender	p		
ECON 318. International Finance	i		
ECON 325. Urban Economics and Urban Issues	p		
ECON 342. Analyzing Financial Data	b		
ECON 350. Environmental Economics	p		
ECON 351. Industrial Organization and Regulation	t		
ECON 353. Corporation Finance	b		
ECON 354. Natural Resource Economics	p		
ECON 355. Labor Economics	p		
ECON 356. International Economics	t		
ECON 357. Money and Banking	b		
ECON 359. Public Sector Economics	t		
ECON 360. Comparative Economic Systems	i		
ECON 363. Political Economy	t		
ECON 364. Game Theory	t		
ECON 372. Economics of Developing Countries	i		
ECON 377. China's Economy	i		
ECON 425. Econometrics	c		
ECON 459. Senior Seminar in Economics	c		
ECON 493/494 St. Mary's Project in Economics	c		

Economics majors must complete six 300-level courses, at least one from each of four categories (denoted by f, p, i, and b to the left).

Students must also complete a capstone project, which can be satisfied by the courses denoted with a c.

The Business Administration minor courses shaded in blue cannot be used to satisfy any of the requirements of the Economics major.

Intermediate theory courses, and 300-level field courses, essential to the Economics major, are not required for the Business

Potential Course Additions to the Economics Curriculum

Introduction to Management	x
Introduction to Marketing	
Managerial Economics	
Business Ethics	

Appendix 2

Comparing Requirements: SMCM Business Administration Minor v. Select Maryland Schools

Relevant Economics Courses in the SMCM Catalog	Comparators				
	Required for SMCM Business Minor	Towson's Business Minor	Salisbury's Business Minor	McDaniel's Business Minor	
Number of Courses/Credits Required:	6/24	8/24	8/24	6/24	

ECON 102. Principles of Microeconomics	X	X	X	
ECON 103. Principles of Macroeconomics	X	X		X
ECON 209. Business Law	X			
ECON 250. Principles of Accounting	X	X	X	XX*
ECON 251. Intermediate Macroeconomics				
ECON 252. Intermediate Microeconomics				
ECON 253. Economic Statistics	X	X	X	X
ECON 353. Corporation Finance		X		+

Core elements of minor

SMCM distinctive element

Potential Course Additions to the Economics Curriculum

Introduction to Management	X	X	X	+	Introduction to Management is a standard requirement
Introduction to Marketing		X		+	
Managerial Economics			X	+	
Business Ethics					
Other requirements at comparator schools		+ principles of financial management	3 electives	2 electives from + courses	

Course titles vary slightly by institution
 *McDaniel requires Principles of Accounting I&II

Appendix 3

Peer and Peer Aspirant Schools Schools Offering Business Major and/or Minor

Peers:	Business Major?	Business Minor?	If yes, # required courses
Beloit:	N	N	
Wooster:	Y*		
Colorado College:	N	T	
Connecticut College:	N	N	
Dickinson:	Y*	N	
Gettysburg:	N	Y	6
Guilford:	Y	Y	4
Southwestern:	Y	Y	6
University of Mary Washington:	Y	Y	6
U MN Morris:	N	N	
U NC Asheville:	N	N	
VMI:	Y	Y	7
Aspirant peers:			
Bates:	N	N	
Carleton:	N	N	
Davidson:	N	N	
Franklin & Marshall:	Y*	N	
Hamilton:	N	N	

Kenyon:	N	N
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**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
ACTION ITEM II.D.**

RECOMMENDATION TO APPROVE A MINOR IN ASTROPHYSICS

RECOMMENDED ACTION:

The Academic Affairs Committee recommends that the Board of Trustees approve the curriculum proposal for a Minor in Astrophysics

RATIONALE:

A Minor in Astrophysics will serve our current Physics Majors by allowing students to Minor in Astrophysics. This minor is attractive to prospective students who often request this program. The Astrophysics Minor aligns well with the Physics department's wide variety of choices in programs and new courses.

February 1, 2018

Josh Grossman
Chair, Physics Department

Dear Josh,

The CRC approves your submitted catalog changes.

We concur that the creation of a new minor in astrophysics will prove attractive to prospective students, offer our students a useful and interesting program that complements the programs offered by your department, and aligns well with the Physics department mission.

Specifically, we unanimously support:

- 1) the creation of a new minor in astrophysics; and,
- 2) splitting the current course PHYS 390 (Astrophysics and Cosmology) into two separate courses, PHYS 391 (Astrophysics), and PHYS 392 (Cosmology).

To provide clarity for students, advisors, and the Registrar's office, we suggest adding semester designations to indicate when the department will offer the two courses above (e.g. 4AS and 4 AF).

Accordingly, we will forward your proposal and our response to the Faculty Senate for discussion and vote.

Sincerely,



Barry Ross Muchnick
Chair, Curriculum Review Committee
Assistant Professor Environmental Studies
St. Mary's College of Maryland

cc: Karen Crawford, Faculty Senate President

Physics Department Curriculum Committee Proposal

Please note: this contains two proposals which are linked: (1) proposal of a new minor in astrophysics, and (2) splitting the current course PHYS390, Astrophysics and Cosmology, into two courses: PHYS391: Astrophysics , and PHYS392: Cosmology. The proposal for the minor is first, followed by the proposal for the new courses.

Minor program in Astrophysics

Astrophysics is the application of physics to the large-scale structure of the universe: the birth and death of stars, the formation of galaxies, and the origin and fate of the Universe itself. When we discuss the physics program with prospective students, astrophysics is one of the two most commonly requested programs that these students are interested in (the other being an engineering or engineering science program.) In the last five years, Physics department faculty have developed the expertise to offer this program, and faculty and students have developed instrumentation in the form of two radio telescopes which can be used for program support. Three of the faculty (Prof. De Pree, Prof. Adler, and Prof. Mita) have taught both Astronomy courses and their labs. In addition, Prof. Adler has also taught the Astrophysics course (PHYS 390), and Prof. De Pree has initiated a research program in Astrophysics. Her program studies the composition of the early Universe and gamma ray bursts. She has also been instrumental in building one of the radio telescopes mentioned above (the other was designed and built by the Physics club.) She has also taught a course in General Relativity, parts of which can be adopted into the Cosmology course listed below. We feel that this program would be very attractive to prospective students, and offer our students a useful and interesting program that complements the programs offered by our department.

Creation of this program aligns well with the Physics department mission. The department was featured in the recent J-TUPP study of successful Physics programs in the United States. In it, we discussed that one of the reasons our program has been so successful is that we have a wide variety of choices in our programs for students to take. We have added a number of options both in programs and new courses for our students, which have proven to be very popular over the last decade. These include:

- The separation of the major into two tracks: "Fundamental Physics", for those students interested in traditional careers in physics, and "Applied Physics", for those interested in the applied sciences or engineering;
- Addition of new upper-level seminars in Applied Physics;
- A minimum four-credit research requirement for all of our students;

- A new course, "Calculus for Physics", to supplement the mathematical background of our less-prepared students; and other innovations.

Resources

We do not believe that the new program would require any additional resources. We already offer five of the seven courses in the minor program each year; the other two would be upper-level elective courses offered in alternate years. We currently offer at least one upper-level elective course each semester; the program would simply require us to make one of these courses each year either Astrophysics or Cosmology.

Rationale for allowing Physics Majors to Minor in Astrophysics

Much of the interest in Astrophysics comes from our own majors. Of the seven courses for the minor, only three overlap with required courses for the Physics major. One specification of the minor is that Physics majors who also minor in Astrophysics cannot use the upper-level courses in Astrophysics or Cosmology to satisfy the upper-level elective requirements for the major.

Degree Requirements for the Astrophysics Minor

Required courses

Required courses: All students in the minor must take the 12-credit introductory general physics sequence:

- PHYS 151: Fundamentals of Physics I (recommended) or PHYS 141 General Physics I
- PHYS 152: Fundamentals of Physics II (recommended) or PHYS 142 General Physics II
- PHYS 251: Fundamentals of Physics III

In addition, students must take the following two upper-level courses:

- PHYS391: Astrophysics
- PHYS392: Cosmology

Elective Courses

Students must take one of the two Astronomy courses:

- ASTR154: Solar System Astronomy
- ASTR155: Stellar Astronomy and Cosmology

Students should note that most upper-level physics courses have prerequisite or co-requisite mathematics courses that also must be taken. Students should also note that not all of the upper-level courses listed here will be offered every year.

Minimum Grade and GPA Requirements

Students must maintain a minimum 2.0 GPA within the minor.

Physics Majors

Students majoring in either track of the Physics program may also minor in Astrophysics, but cannot use PHYS391: Astrophysics or PHYS392: Cosmology to satisfy the upper-level elective requirements of the Physics major if they do so.

Learning outcomes

At the successful completion of the Astrophysics Minor, students will be able to integrate concepts from astronomy and cosmology to understand the evolution of stars, galaxies, and the universe.

New Course Descriptions and Learning Outcomes

PHYS 391. Astrophysics (4A)

An introduction to the physics of the stars, including stellar structure, the theory of the main sequence and the Hertzsprung-Russell diagram, stellar birth, and the endstages of stellar life (white dwarfs, neutron stars and black holes.) We also examine planetary formation, detection of exoplanets, and the physics of extraterrestrial life.

Prerequisites: PHYS152 or PHYS142

Learning outcomes:

- Students will calculate the structure of stars by applying known laws of physics.
- Students will categorize types of stars by using statistical methods of astronomy.
- Students will explain the formation of different types of planets by applying known laws of physics

PHYS 392. Cosmology (4A)

An introduction to the study of cosmology, featuring the Consensus Model of the Inflationary Big Bang theory. The course covers the history of the universe including cosmic microwave background, Big Bang nucleosynthesis, evidence for inflation, dark matter and dark energy and their roles in the evolution of the universe. We also explore the history of scientific and pre-scientific models for the beginning and end of the Universe.

Prerequisites: PHYS152 or PHYS142

Learning outcomes:

- Students will calculate the long-term behavior of the cosmos by applying known laws of nature to the large-scale structure of the universe.
- Students will explain the formation of structure in the universe by understanding current models of the cosmic web.
- Students will differentiate historical models of the universe by contrasting them with current cosmological theories.

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

**RECOMMENDATION TO APPROVE A MAJOR IN
WOMEN, GENDER, AND SEXUALITY STUDIES**

RECOMMENDED ACTION:

The Academic Affairs Committee recommends that the Board of Trustees approve the curriculum proposal for a Major in Women, Gender, and Sexuality Studies.

RATIONALE:

A Major in Women, Gender, and Sexuality Studies (WGSX) builds on the existing cross-disciplinary curricular model and aligns with the educational mission and goals of St. Mary's College of Maryland. In a world plagued with injustice and inequity, the proposed WGSX program offers an intellectually safe and supportive home for all those in our community who seek to understand the origins and impacts of institutional bias and who wish to dedicate themselves to its eradication.

February 9, 2018

Joe Lucchesi,
Associate Professor of Art History
Coordinator, Women, Gender, and Sexuality Studies

Dear Joe,

The CRC enthusiastically approves your proposal for a major in Women, Gender, and Sexuality Studies contingent on the restoration of the tenure track line in WGSX and TFMS.

The proposal contained a robust and reasoned rationale for the creation of the major, highlighted how the program aligns with the educational mission and goals of St. Mary's College of Maryland, detailed how the major would continue and amplify the work of the WGSX cross-disciplinary study area, and explained how the new major contributes to educational outcomes for our students.

We agree in the strongest terms that the major does require permanent staffing to be sustainable, and want to emphasize the importance of securing a permanent line to the successful implementation of the major.

We commend the WGSX Committee for their diligent, patient, and painstaking work in creating a major so thoughtfully and strategically structured.

Accordingly, we will forward your proposal and our response to the Faculty Senate for discussion and vote.

Sincerely,



Barry Ross Muchnick
Chair, Curriculum Review Committee
Assistant Professor Environmental Studies
St. Mary's College of Maryland

cc: Karen Crawford, Faculty Senate President

To: Curriculum Review Committee

From: Joe Lucchesi, Women, Gender, and Sexuality (WGSX) Cross-Disciplinary Study Area Coordinator

The WGSX Steering Committee: Betul Basaran, Beth Charlebois, Andrew Cognard-Black, Amy Steiger

Re: Proposal for a Women, Gender, and Sexuality Studies Major

Date: December 11, 2017

Please find attached a proposal for a major in Women, Gender, and Sexuality Studies. The proposal contains a rationale for the creation of the major, focused on how the program aligns with the educational mission and goals of St. Mary's College of Maryland, how it continues and amplifies the work of the WGSX cross-disciplinary study area, and how it contributes to educational outcomes for our students.

This proposal represents the culmination of several years' work on developing a major. The proposal has been discussed, amended, and approved by each iteration of the WGSX Steering Committee since spring 2014, including the current one. At that time, the WGSX Program submitted a pre-proposal for a major and received a planning grant through Dean Rushing's New Initiatives process. With this funding, the Program constituted a WGSX Major Committee, which included both Steering Committee members as well as WGSX-affiliated faculty. The committee was charged with research, stakeholder outreach, model development, and other processes to produce a WGSX major consistent with disciplinary practices, SMCM educational mission goals, and college resources. The committee's work took place during the 2014-2015 academic year and culminated with the submission of a proposed WGSX major in Fall 2015. The WGSX Steering Committee has been responsible for further refinements to the proposal since then.

While the major proposal largely builds upon our existing CDSA curricular model and assumes implementation within existing college resources, it does require permanent staffing to be sustainable. Thus we also worked to address this issue and held the proposal until we could resolve that issue and confirm the college's commitment to permanent WGSX faculty resources. In April 2017, Provost Wick approved a tenure-track appointment for a joint TFMS-WGSX faculty line. With that resource issue resolved and dedicated WGSX staffing in place to support the curricular needs of a major, we are now ready and confident to move ahead with our submission of the WGSX major proposal.

Please let me know if you have any further questions or would like additional information or context for the proposal, and the WGSX Program looks forward to working with you in this process.

Rationale

The programmatic rationale for the implementation of a WGSX major offered below follows the format and priorities articulated both by SMCM and in MHEC standards for approving new programs. These include an overview of the goals and outcomes of a WGSX major program, followed by assessments of anticipated demand, need, and resources. These are closely aligned with the college's current statement of Mission, Vision, and Goals, as well as the goals of the 2016-2019 Strategic Plan.

I. Overview

Women, Gender, and Sexuality Studies (WGSX) is a cross-disciplinary area of inquiry that investigates the social, psychological, biological, and cultural construction of gender, as well as the ways women and men locate themselves within gender systems. Because femininities and masculinities vary as a result of cultural, historical, political, and institutional forces, gender inquiry helps students understand the multiple ways gender and gender relations are socially constructed, and how these understandings of gender in turn shape virtually every aspect of our everyday lives: political institutions, law, the economy, the family, education, work, literature, the arts, media, philosophy, religion, and sexuality. Due to the inherently culturally diverse manifestations and understandings of gender and sexuality in history and in the present, a WGSX major must necessarily be structured as an interdisciplinary course of study across a college academic curriculum that balances the following elements: disciplinary grounding in the theories, methods, and critical approaches to gender and sexuality inquiry and analysis; introductory and advanced coursework in the field; and intentional breadth across disciplines that provides students insight into the multiplicity of cultural formations and bodies of knowledge informing identities and cultural systems of sex, gender, and sexuality.

Courses in the WGSX cross-disciplinary curriculum identify gender as a fundamental category of analysis in theory and practice. Far from being a fringe discipline, because of gender's ubiquity, WGSX courses offer students the opportunity to better understand everything else that they study at St. Mary's and leaves them better prepared to engage with all aspects of social life when they graduate. The WGSX Program encourages students and faculty to make connections between academic knowledge and experience outside the classroom through activism, sponsored lectures and workshops, and community events.

A commitment to social justice lies at the foundation of any type of identity studies and is cultivated within the program. From *Time* magazine's naming "The Silence Breakers" as the person of the year, to the #MeToo movement, to myriad other examples from the legal and political arenas, 2017 has demonstrated that systemic sexism and gender oppression are some of the most urgent issues of contemporary culture locally, nationally, and globally. St. Mary's College should provide students with enhanced opportunities for engagement with one of the most urgent social, political, and cultural crises of our time. This is a bellweather that scholars and cultural critics believe signals a potential seismic paradigmatic shift for which our students and future alumni must be socially and professionally prepared. St. Mary's has both an opportunity and an institutional responsibility to address student preparedness that requires increased attention, critical engagement, and activism centered on gender and sexual equity and equips students to become responsible actors and advocates, in their professions and in their lives. A WGSX major represents a key commitment to that effort.

The goals and program outcomes of the WGSX major, reflected in its structure and requirements, are to engage students and faculty in:

- Distinguishing variations in gendered systems across culture(s) and over time;
- Assessing how sex, gender, and sexuality are related to other social hierarchies and identity markers, such as race, ethnicity, nationality, class, and ability;
- Critiquing how sex, gender, and sexuality shape aspects of our daily lives; and
- Integrating values of inclusion, diversity, and equity in regard to sex, gender, and sexuality

The WGSX major we propose results from extensive research of existing undergraduate majors, new and emerging pedagogies, and scholarship on teaching in the field. This informs our development of a curriculum that is consistent with disciplinary standards, methodologically current, and offers students a broad range of entry points and potential connections to particular career interests. Similar to the college's Environmental Studies major, the WGSX major is conceptually interdisciplinary, provides balance between breadth and advanced, intensive field study, and is designed to be sustainable within existing faculty and instructional resources. [See Attachment A for catalog copy, below.]

II. Relationship of proposed WGSX major to the mission, values, and vision of St. Mary's College

Since gender is not only ubiquitous, but gender injustice is as well, a commitment to social justice must lie at the foundation of gender and sexuality studies. The program therefore supports St. Mary's mission to foster intellectual, social, and ethical development within a community committed to diversity and accessibility. The WGSX Program has a long and distinguished history of institutional leadership in advocating for and teaching inclusion and equity in various social forms. The WGSX major extends and deepens the Program's existing academic priorities in this regard, realized through the current WGSX minor as well as longstanding co-curricular programming such as the annual WGSX Colloquium (now in its 19th year) and the WGSX LLC. The college's 2016 creation of an Associate Vice President for Diversity and Inclusion/Chief Diversity Officer represents a deep institutional commitment to these issues that aligns well with the WGSX Program's core programmatic goals and outcomes. The creation of a WGSX major represents a similar and tangible commitment to inclusion and equity within the college's academic sector, enhancing the Program's capacity to provide intellectual, scholarly, and creative engagement on these central institutional concerns. In effect, through the implementation of a WGSX major, the Program is poised to be a foundational partner in leveraging what the college's Mission Statement defines as a core value, the "power of a diverse community."

Because of its focus on intersections of gender, sexuality, race and ethnicity, and economic class, this major inherently promotes and advances the college's mission goal of "cultivating and promoting social responsibility." The essence of the WGSX major is to develop critical sensitivities to the various social, historical, and/or political forces that shape gender and gender relations and the ways those manifest and shape all facets of public and private life. Therefore, this major would be instrumental in achieving Goal 1 defined in the college's current three-year Strategic Plan, to attract students "who will graduate and serve the world with empathy and understanding." The curricular structure of the WGSX major stresses intersectional critical thinking about a central component of contemporary life, so it will also help attract students from diverse cultures within and outside of the United States who are interested in pursuing careers that require them to think critically about and solve problems related to gender and sexuality.

The college stipulates that it values engagement that is "local, national, and global." Here too, a WGSX major aligns with this mission priority and embeds that value within the instructional priorities and

curricular outcomes of the academic program. A WGSX major not only offers a deep understanding of gender and sexuality, but provides students with a framework to think about the world and the systems of power within it, regardless of what identity one focuses on as the category or organization (e.g., gender, sexuality, race, dis/ability). WGSX students often go on to successful careers in social work, the nonprofit sector, and other organizations and institutions focused on social justice and service, including volunteer organizations like the Peace Corps. Also, one of the major's learning objectives, as stated above, is to distinguish variations in gendered systems across cultures and over time. Much of the advantage of exposure to WGSX curricula emerges from the value of exploring the cultural and historical record and examining the many and varied forms that the social constructions of gender and sexual experience have manifested cross-culturally. As such, students of women, gender, and sexuality studies simultaneously must be students of the variation in social institutions across the globe. So a WGSX major provides students with a particularly broad perspective on diversity. One practical benefit of this intentional disciplinary framework is how it aligns with Goal 2 of the Strategic Plan, whose tactics include creating "an inventory of existing coursework for diversity content" and "pedagogical strategies that focus on diversity." Through expanded and more regular course offerings and course development efforts possible within an expanded curricular program, a WGSX major will help the college meet its stated goal of a 10% increase in formal learning experiences with a focus on diversity, inclusion, and equity.

Another of the college's Core Values is a 'student-centered ethos'. We recognize that much student learning on campus takes place outside of the classes they take. Even within the current WGSX Program and academic minor, supporting faculty sponsor student activities groups that form around issues of gender equity and social justice, including FUSE, STARS, and a campus WGSX LLC. The Strategic Plan calls for integration of high-impact practices throughout the curriculum and stipulates a goal of a 50% increase in student participation in LLCs. A WGSX major will provide a more robust infrastructure and additional faculty buy-in for SMPs, LLCs, and other high-impact practices to support the college's effort to meet this strategic goal.

Recent curricular reform discussion at the college have centered on ideas of integrated learning and practical skills outcomes as a metric for assessing academic programs. In our 2014 alumni survey, WGSX graduates were expressly asked whether "WGSX [has been] relevant to your job" after graduation. 60% of respondents affirmed the relevance of WGSX coursework and/or the WGSX minor to their current or past employment. When they were further asked to rate how valuable the knowledge and skills gained through WGSX study were to their post-graduate endeavors (including critical thinking and expression skills, understanding diversity, social activism, etc). The alumni overwhelmingly assessed their WGSX study as 'very valuable.' 80% rated it 5 out of 5, with an overall rating average of 4.78 out of 5. Finally, when asked whether they agreed with the statement that women/gender studies "don't translate into jobs beyond college," SMC alumni resoundingly rejected this point of view. The full data and comments about the relevance of WGSX study to our graduates' employment, careers, and lives after college can be found in **Appendix A**. More discussion of our survey results appears below, including the diverse array of jobs that alumni listed as relevant to (and a result of) their WGSX study. A WGSX major will only increase and further diversify our students understanding of - and opportunities for - connecting their academic focus on women and gender studies to real world employment and post-graduate opportunities.

III. Demonstrated or anticipated student demand (existing/prospective) for the proposed WGSX major

Within its existing academic framework and small institutional resources devoted to a CDSA, WGSX regularly has between 15 and 30 graduating minors each year since 2001, and approximately 45 declared minors in any given semester (see Table 1). In addition, many students take 3 or 4 courses in WGSX without completing the requirements for the minor, and WGSX cross-listed courses rarely under-enroll and often over-enroll to accommodate student interest. While a minor in WGSX currently exists, and students have the ability to complete a student designed major with a WGSX focus, there is strong desire by faculty and students in the program for a WGSX major. That desire is supported by our 2013 external review's recommendation that we move forward with establishing a major. We took the first steps toward that in 2014, we also worked to secure permanent staffing to support a major, and are proceeding now that the staffing issue has been resolved. Establishing a major in WGSX would increase student satisfaction and retention and would better prepare them for the endeavors our alumni pursue post-graduation.

Table 1: WGSX minor graduates, 2001-2017

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
22	15	12	29	27	29	16	17	21	15	28	16	14	16	15	13	13

As Table 2 below demonstrates, the required gateway course for the WGSX minor (WGSX 220; formerly WGSX 200 and 210) has similarly robust student interest and enrollment. This table includes WGSX SMPs completed as a component of a student-designed major; and in 2008, we began to collect data on WGSX-related SMPs. These are capstone projects that contain significant WGSX components related to methodology, critical approach, disciplinary topic, or specific content, self-identified by student and faculty survey. These may be SMPs completed by WGSX minors within their major departments, but may be students who have pursued these topics independent of their sustained involvement in the WGSX Program. This data supports broad student engagement in issues of gender and sexuality across a broad range of the college's departments and programs, as well as the need to increase the academic infrastructure to accommodate students' ability to complete these projects within the advanced disciplinary framework a WGSX major provides.

Table 2: Course enrollment in WGSX Gateway courses and WGSX SMPx (494)

Semester	WGSX 200	WGSX 210	WGSX 220	WGSX 494	WGSX related SMPs
FA02 SP03	24	19		0	
FA03 SP04	n/a	n/a		2	
FA04 SP05	21	25		0	
FA05	22				

SP06		22		1	
FA06 SP07	27	20		1	
FA07 SP08	24	21		3	11
FA08 SP09	24	22		0	17
FA09 SP10	27	27		0	31
FA10 SP11	26	24		0	6
FA11 SP12	21	21		2	13
FA12 SP13			20 22	0	6
FA13 SP14			n/a 22	0	14
FA14 SP15			27 19	1	18
FA15 SP16			21 18	1	18
FA16 SP17			21 24	0	16

Exit surveys of graduating students suggest that students are eager for a major and would like to see a more organized curriculum including courses that focus on theory and methods. Students who go on to graduate study would greatly benefit from additional foundational courses in WGSX. Our 2013 external review suggested that we needed to incorporate more structure in the way of theory or methods courses in order to be in line with best practices in WGSX disciplinary study. Requiring these courses for majors as well as minors would be pedagogically sound, and they are reflected in the curricular design of the WGSX major [Attachment 1, below].

During the initial work to develop the WGSX major, we conducted surveys of both WGSX alumni and current students, beginning in January 2014. 82.2% of alumni respondents indicated that WGSX was important to their overall college experience, and 60% of alums indicated that they would have majored in or double-majored in WGSX if that option had been offered when they were a student. When specifically asked about a model major like that proposed here, 80% indicated that the described major

was appealing, and 65% indicated that if the major had been available when they were students they would have been likely to major in WGSX.

Although the sample of current students was small, 85.7% indicated that WGSX was important to their college experience so far, and 57.1% said it was important in shaping what they want to do after graduation. 71.4% indicated that they would have majored or double-majored in WGSX if a non-student designed major in WGSX had been offered. Two-thirds of those who plan to pursue advanced coursework plan to do so in a WGSX relevant field. 92.8% of the students feel that the skills and knowledge they have gained in WGSX courses will be valuable in their post-graduation endeavors. 100% of current student respondents indicated that they felt the WGSX major described in this proposal was appealing, and 83.4% said they would choose this WGSX major as their major or double major if they could. Even if the alumni and current student samples are biased toward the most enthusiastic WGSX students, their overwhelming support of the program, and specifically a major, is undeniable. [See **Appendices 1 and 2 for full data narrative commentary**]

IV. Societal need for the program/market demand for graduates of such a program

Review of our peer and aspirant peer institutions indicate that all but one of our peer institutions has a major in WGSX. The only institution without a WGSX major is Virginia Military Institute, as seen in Table 3. Among our aspirant peers, one institution (Davidson College) offers WGSX as a student designed major option, but all the others have an established major in WGSX. Most of these institutions also have at least one permanent faculty position in WGSX to support the curriculum. Many of our main in-state competitors, such as University of Maryland at College Park and Towson University, also offer WGSX majors. As our 2013 external review confirmed, we are woefully out of sync with current collegiate standards for WGSX departmental offerings. This proposal for a WGSX major corrects that curricular deficiency.

Table 3: WGSX Majors and Minors at Peer and Aspirant Peer Institutions

Peer Institution	Major	Minor
Beloit College	Y	Y
College of Wooster	Y	Y
Colorado College	Y	Y
Connecticut College	Y	Y
Dickinson College	Y	Y
Gettysburg College	Y	Y
Guilford College	Y	Y
Southwestern University	Y	Y

St. Mary's College of Maryland		Y
University of Mary Washington	Y	
University of Minnesota-Morris	Y	Y
UNC-Asheville	Y	Y
Virginia Military Institute		
Aspirant Peer Institution		
Bates College	Y	Y
Carleton College	Y	Y*
Davidson College	ISDM	Y
Franklin & Marshall College	ISDM or joint	Y
Hamilton College	Y**	Y
Kenyon College	Y	Y*

*Offers a concentration rather than a minor; **Hamilton offers a concentration (similar to a major) as well as a minor

As noted above, most WGSX alumni connect their program experiences with relevant and practical skills of the contemporary job market, in a wide variety of fields. Data from students and alumni on how valuable WGSX skills are outside of class and in their post-graduate pursuits or plans suggest that the skills learned in the WGSX program fill a need in the workplace. 71% of alumni indicate that WGSX was important in shaping what they pursued after graduation, and 66.7% indicated it was important to what they wanted to pursue in the future. Of those 80% of WGSX alumni who pursued advanced study, half pursued study in a WGSX related field. Of those employed, 57.8% had employment experiences directly linked with WGSX. When asked how important WGSX coursework had been for the skills and knowledge they used after graduation, 97.8% said the skills and knowledge gained in WGSX was very valuable in their post-graduate endeavors. Our alumni respondents describe an impressive array of ways in which they are using their WGSX degrees, including holding public health positions focusing on the evaluation of labor and delivery units in US hospitals or research on populations vulnerable to HIV, teaching WGSX courses at other institutions, working in the special victims unit of a prosecutor's office focusing on domestic violence cases, doing nonprofit work focusing on maternal and infant health, working at Planned Parenthood, advising high school gay-straight alliance organizations, being a criminologist focusing on police response to sexual assault, and editing a feminist literary journal, just to name a few. Also, the very nature of WGSX, or any identity studies coursework, has at its heart critical thinking and analysis skills. The interdisciplinary nature of the program means that students are gaining experience in written and oral expression and learning to conduct research in various disciplinary traditions for diverse audiences and for diverse purposes.

St. Mary's students often go on to successful careers in social work, non-profit organizations, and other organizations and institutions founded on the concept of social justice and service. Our own website

highlights the fact that SMCM “ranks 8th on the Peace Corps’ list of 25 top volunteer-producing colleges in the small school category.” With the college’s recent initiatives to integrate inclusion, diversity, and equity into the curriculum, the fabric of campus life and to inform strategic planning decisions, the number of students looking to enter fields associated with these professional areas and social concerns is like to significantly increase in the next few years. The college emphasizes that our graduates go on to careers in “social change,” listing on the website 36 “socially-conscious and globally influential organizations where you can find our alumni making a difference.” This does not even speak to our graduates that would use the skills and knowledge afforded by a WGSX major or minor at the National Institutes of Health, Women’s Institute for Housing, or US Agency for International Development, institutions we list as employers of our graduates. According to the U.S. Department of Labor Bureau of Labor Statistics, employment opportunities for social workers are expected to rise 19% by 2020, a higher growth rate than for all other occupations. A recent article in *The NonProfit Times* assures us that “the nonprofit job market expanded for the 10 years that positions in the general workforce shrunk,” due to an increasingly service-oriented economy, and that for-profit organizations offering social services in education, healthcare, and other support are also experiencing a rapid growth in employment opportunities. A WGSX major would provide an expanded academic base to accommodate this shift in student career interest and preparation. And St. Mary’s WGSX majors would be imminently employable in this growing market with their general liberal arts skills and specific analytical knowledge of content pertinent to social justice work.

To quote several alumni in support of these points:

“In college it was meaningful to use my studies directly to promote social change. Since then, I would say that the interdisciplinary nature of the minor has helped me to use my liberal arts background more consistently in my life and work.”

“WGSX coursework and social life at st mary's [sic] turned me into a critical thinker and writer, able to point out injustice and inequality in an articulate and smart way.”

“The most meaningful part of my WGSX experience was understanding my own privilege and gaining a completely new perspective on history and culture. As a white heterosexual male, it took courses and experiences like these to really challenge the many views of justice and fairness that I had never even thought of questioning before.”

“Having a sensitivity to women, gender, and sexuality issues has enabled me to critically think and compassionately work to understand all aspects of being human. That is essential in any line of work.”

If employers want liberal arts educated students as employees, and social justice sectors are among the fastest growing in the nation, an interdisciplinary program that offers our students the liberal arts skills and cutting-edge knowledge about the types of people, groups, and communities living and working here and abroad; the cultural, economic, and historical systems working for and against them; and the existing and potential resources to support them seems not only a responsible but imperative initiative for our college to undertake, and it is an initiative that is ultimately marketable.

V. Resources needed to implement the WGSX major

- a. **Faculty.** The proposed WGSX major primarily depends on existing faculty resources for its implementation. Similar to both the Asian Studies and Environmental Studies majors, it is structured to run within existing faculty resources by relying on current faculty expertise within

their home disciplines. The course lists included with the catalog copy result from outreach and commitments from department chairs during the proposal development process, and the lists are current as of the Fall 2017 catalog. The proposed major also includes many opportunities for new course development, consistent with new and ongoing curricular initiatives within departments. The theory requirement has been envisioned as a choice among other courses already offered at St. Mary's that have a theoretical approach to gender or sexuality studies. The SMP option would also involve faculty resources consistent with the existing compensation systems for SMP mentoring. The remaining courses the required introductory course WGSX 220 and a new upper-level course in WGSX Methods and Modes of Thinking. The shared WGSX/TFMS tenure-track faculty line approved in Spring 2017 explicitly includes staffing WGSX 220 and offering upper-level theory courses as part of the defined instructional responsibilities. We are confident that this new permanent staffing commitment, combined with existing faculty engagement and offerings, makes the curricular plan for the WGSX major sustainable, with potential room for future growth.

- b. Space. Space would only be required for the courses to be taught (adding only a methods course to the matrix) and office space for a new faculty member. However, due to the shared nature of the TFMS/WGSX line, space allocations exist within the home department for faculty offices and instructional space in Montgomery Hall is already accommodates offering WGSX 220.
- c. Instructional materials. No technology or equipment needs are expected beyond those utilized in a typical classroom setting. Instructional supplies (e.g., photocopying) would be minimal. Library acquisitions would not need to expand beyond current practices, including the present allocation to support the WGSX Program. Access is already available for various journals that might be of use to students and faculty, so no additional resources are expected.
- d. Support staff. Similar to Asian Studies, the WGSX Coordinator, supported by the WGSX Steering Committee and the Coordinator's affiliated Fiscal Associate and Administrative Assistant, would continue to administer the WGSX Program. The registrar's office would have a new program to certify. No new support staff is anticipated.

ATTACHMENT 1: Catalog Copy

Women, Gender, and Sexuality Studies

[Visit the Women, Gender, and Sexuality Studies website](#)

Women, Gender, and Sexuality Studies (WGSX) is a cross-disciplinary area of inquiry that investigates the social, psychological, biological, and cultural construction of gender, as well as the ways women and men locate themselves within gender systems. Because femininities and masculinities vary as a result of cultural, historical, political, and institutional forces, gender inquiry helps students understand the multiple ways gender and gender relations are socially constructed, and how these understandings of gender in turn shape virtually every aspect of our everyday lives: political institutions, law, the economy, the family, education, work, literature, the arts, media, philosophy, religion, and sexuality.

Courses in the WGSX cross-disciplinary curriculum identify gender as a fundamental category of analysis in theory and practice. The program is committed to the centrality of the study of women, while at the same time interrogating gender and sexuality as organizing categories. Courses will allow students to focus their study on materials that illustrate women's condition, history, and achievements; to investigate how women have been portrayed and how those representations are changing; and to examine feminist critiques of academic areas of knowledge, including the contributions of queer theory and new feminist research. In order to provide a new site for knowledge production that engages differences constructively, the WGSX study area not only locates sex, gender, and sexuality within traditional disciplinary categories, but also fosters interdisciplinary and cross-disciplinary exploration of the conditions that have shaped people's experiences both as objects and as subjects of knowledge regarding gender and sexuality.

At the conclusion of the WGSX major, students will be able to:

- Distinguish variations in gendered systems across culture(s) and over time;
- Assess how sex, gender, and sexuality are related to other social hierarchies and identity markers, such as race, ethnicity, nationality, class, and ability;
- Critique how sex, gender, and sexuality shape aspects of our daily lives; and
- Integrate values of inclusion, diversity, and equity in regard to sex, gender, and sexuality

REQUIREMENTS FOR THE MAJOR

To complete the major in women, gender, and sexuality studies, students must satisfy the following requirements, designed to provide the depth and breadth of knowledge consistent with the goals of the field:

1. General College requirements, including the following requirements to satisfy the major
2. At least 44 semester-hours in WGSX cross-listed courses, as specified . A grade of C- or better must be received in each course counted towards the major, and the cumulative grade-point average of courses used to satisfy the major requirements must be at least 2.00.

a. WGSX 220: Introduction to Women, Gender and Sexuality Studies

b. 4 credit Feminist/Queer Theory course selected from the following:

ARTH 382: Sexuality and Modernity in 20th and 21st Century Art
 ENGL 430: Woman Word
 HIST 475: Gender, Sexuality and Politics
 ILCT 372: Multicultural Characteristics of Early Modern Spain
 ILCT 363: Cultural Perspectives on Gender
 PHIL 325: Feminism and Philosophy
 POSC 462: Women in the Third World
 RELG 318: Feminism and Religion
 SOCI 230: Sociology of Gender

c. WGSX 3xx: WGSX Methods and Modes of Thinking

d. 24 credits of electives distributed among the following categories, at least 12 of which must be numbered 300 or above. Courses used to fulfill these requirements must be selected from courses originating in (or cross-listed in) at least three disciplines.

- 1 Global Perspectives Course
- 1 Literary or Cultural Representations Course
- 1 Society and Politics Course
- 1 Historical Perspectives Course

A complete listing of courses that satisfy a requirement in these areas appears below.

e. St. Mary's Project, eight credit hours. Note: Students who complete an SMP outside of WGSX 493/494 must complete eight credit hours chosen from any 300-400 level WGSX courses in addition to requirements a-d.

Any student who wishes to major in the WGSX cross-disciplinary area should consult with the program coordinator. Formal declaration of intent to complete the WGSX major should be preceded by completion of WGSX 220. Students should declare their minor before the end of the second year, if at all possible.

REQUIREMENTS FOR THE MINOR

To complete the minor in women, gender, and sexuality studies, students must satisfy the following requirements, designed to provide the depth and breadth of knowledge consistent with the goals of the field:

1. General College requirements.
2. All requirements in a major field of study.
3. At least 20 credit hours in courses approved for the women, gender, and sexuality cross-disciplinary area, with a grade of C- or above, including:
 - a. WGSX 220: Women, Gender, and Sexuality Studies
 - b. 16 credit hours of elective credits, at least 12 of which must be numbered 300 or above. Electives must be selected from courses originating in (or cross-listed in) at least three disciplines.

Any student who wishes to minor in the WGSX cross-disciplinary area should consult with the program coordinator or any participating faculty member. Formal declaration of intent to complete the WGSX minor should be preceded by completion of WGSX 220. Students may declare their minor at any time prior to the final semester of their senior year, but are encouraged to declare their participation and seek curricular advising as soon as possible.

Students may pursue a St. Mary's Project in WGSX with the permission of their major department and with the agreement of a faculty mentor designated by the women, gender, and sexuality faculty. Project credit (eight hours) does not apply toward fulfillment of the requirements of the minor in women, gender, and sexuality studies.

WGSX Elective Courses

Requirements for the WGSX major include 24 credits of approved electives among the following categories: **Global Perspectives, Literary or Cultural Representations, Society and Politics, and Historical Perspectives.** Each semester the study area coordinator and participating faculty will designate other courses, including new courses, topics courses, and special offerings that will satisfy elective requirements. A complete list of approved current offerings will appear in the online "[Schedule of Classes](#)."

Global Perspectives Courses

- ANTH 302: Food and Culture
- ANTH 390: Cultures of Africa

ARTH 355: Advanced Topics in Global Art History (approved topics)
HIST 461: Gender in Latin American History
ILAS 350: Latin American Cinema (approved topics)
ILCF 206: Intro to Literature in French (approved topics)
ILCF 440: Advanced Topics (approved topics)
ILCS 363: Cultural Perspectives on Gender
ILCT 293: Introduction to Cultural Studies
POSC 462: Studies in Comparative Politics: Women in the Third World
RELG 220: Foundations of Islam
RELG 355: Women in Islam
TFMS 326: World Cinema

Literary or Cultural Representations Courses

ANTH 336: The Cultured Body
ARTH 314: Race and Representation
ENGL 235: Topics in Literature and Culture (approved topics)
ENGL 355: Studies in British Literature (approved topics)
ENGL 365: Studies in American Literature (approved topics)
ENGL 390: Topics in Literature (approved topics)
ENGL 410: Studies in Authors (approved topics)
ENGL 430: Special Topics in Literature (approved topics)
ILCF 362: Literary Topics I (approved topics)
ILCF 363: Literary Topics II (approved topics)
TFMS 220: Intro to Film and Media Studies
TFMS 225: Topics in Film and Media (approved topics)
TFMS 300: Modern Theater
TFMS 325: Documentary Practices
TFMS 422: Horror Films
TFMS 425: Advanced Topics in Film and Media (approved topics)

Society and Politics Courses

ANTH 360: Kinship and Social Organization
ECON 316: Economics of Race and Gender
ECON 355: Labor Economics
PHIL 321: Environmental Ethics
POSC 266: Women and the Law
POSC 333: Asian Politics
POSC 373: Politics and Film in the Third World
POSC 385: Feminist Political Thought
PSYC 356: Psychology of Women

PSYC 373: Psychology of the Family

SOCI 230: Sociology of Gender

SOCI 240: Social Interaction

SOCI 320: Sociology of Family

SOCI 365: Social Stratification

Historical Perspectives Courses

ANTH 348: African-American Culture

ARTH 317: Contemporary Art

ARTH 350: Advanced Topics in Western Art History (approved topics)

ARTH 382: Sexuality and Modernity

ARTH 450: Advanced Seminar in Art History (approved topics)

HIST 292: American History (approved topics)

HIST 324: Women in Modern Western History

HIST 394: Various topics (approved topics)

HIST 455: Various topics (approved topics)

HIST 461: Gender in Latin American History

HIST 475: Topics in Comparative, Thematic, or Global History (approved topics)

ILAS 394: Art and Revolution in Latin America (approved topics)

ILAS 461: Gender in Latin American History (approved topics)

TFMS 275: Costumes and Clothes in History

WOMEN, GENDER, AND SEXUALITY COURSES (WGSX)

WGSX 150. Introductory Topics in Women, Gender, and Sexuality Studies (2-4)

Various topics in women, gender, and sexuality, offered at an introductory level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender and queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, [see the current online "Schedule of Classes."](#)

WGSX 220: Women, Gender, and Sexuality Studies (4E)

This interdisciplinary class introduces students to the foundational issues, debates, and methodologies of feminist, gender, and sexuality scholarship. The course will consider biological, psychological, and cultural aspects of gender and sexual identity and development as well as the links among gender, sexuality, race, and class. In this course, students will explore material and theoretical aspects of these core dimensions of human experience across time and cultures. Given the gendered dynamics of power and oppression, the history, representation, and experience of traditionally disempowered groups—women and sexual minorities—will receive special attention. Not open to students who have received credit for both WGSX 200 and WGSX 210. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

WGSX 250. Topics in Women, Gender, and Sexuality Studies(4)

Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a

description of each course, [see the current online "Schedule of Classes."](#) *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor.*

WGSX 3xx: WGSX Methods and Modes of Thinking (4E)

This course focuses on examining the various research methodologies represented in the interdisciplinary field of Women, Gender, and Sexuality Studies, as well as feminist critiques of the dominant methodologies and theories of knowledge creation in the sciences, social sciences, and humanities. Methodology is the study of what we 'do' when we do research-- and our examination of this will be focused on the following questions: How do we know what we know? Who decides what counts as knowledge? Who does research? How does the social location of the researcher (e.g., race, class, gender) impact their research? How can research be used or misused? What questions and worldviews drive our research? Our exploration of answers to these questions will be both epistemological (i.e., exploring what is considered to be knowledge) and practical (i.e., exploring various research methods). *Prerequisite: WGSX 220 or consent of the instructor.*

WGSX 350. Advanced Topics in Women, Gender, and Sexuality Studies(4)

Various topics in women, gender, and sexuality, offered at an advanced level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, [see the current online "Schedule of Classes."](#) *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor.*

WGSX 450. Seminar in Women, Gender, and Sexuality Studies(4)

Various topics in women, gender, and sexuality, offered at a seminar level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, [see the current online "Schedule of Classes."](#) *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor.*

WGSX 493/494. St. Mary's Project in Women, Gender, and Sexuality

This project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course is repeatable up to eight credit hours. *Pre- or co-requisite: approval of faculty mentor; women, gender, and sexuality studies coordinator*

WGSX 398, 498. Off-Campus Internship (4-16E)

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center and study abroad. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. Credit/no credit grading. *Prerequisites: Admission to the Internship Program and approval of the WGSX coordinator. (See "Internships" under "Academic Policies" section.)*

WGSX 199, 299, 399, 499. Independent Study (1-4E)

This course consists of an independent creative or research project designed by the student and supervised by a women, gender, and sexuality studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. [\(See "Independent Study" under "Academic Policies" section.\)](#)

DeSousa-Brent Scholars Program
Report to Academic Affairs Committee, Board of Trustees
April 30, 2018

Performance Measures

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

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

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

DeSousa-Brent Scholars Program Retention and Graduation													
Last updated: 1-18-2018													
Cohort yr	Size	1st to 2nd Semester Retention		1st to 2nd Year Retention		1st to 3rd Year Retention		1st to 4th Year Retention		Four-year Grad Rate		Six-year Grad Rate	
		N	%	N	%	N	%	N	%	N	%	N	%
2007	25	23	92.0	20	80.0	17	68.0	16	64.0	8	32.0	14	56.0
2008	30	29	96.7	28	93.3	26	86.7	25	83.3	13	43.3	23	76.7
2009	24	24	100.0	23	95.8	20	83.3	20	83.3	10	41.7	20	83.3
2010	30	30	100.0	27	90.0	22	73.3	22	73.3	15	50.0	20	66.7
2011	31	30	96.8	24	77.4	19	61.3	18	58.1	15	48.4	15	48.4
2012	27	25	92.6	23	85.2	19	70.4	19	70.4	17	63.0		
2013	45	44	97.8	36	80.0	32	71.1	32	71.1	27	60.0		
2014	42	40	95.2	39	92.9	32	76.2	32	76.2				
2015	41	40	97.6	36	87.8	33	80.5						
2016	35	35	100.0	32	91.4								
2017	39	35	89.7										
Total	369	355		288		220		184		105		92	
Weighted Mean			96.2%		87.3%		74.6%		72.4%		49.5%		65.7%
Targets for 2015 cohort					88%		79%				70%		
Source: EIS, DIS													
<i>Note: All italicized numbers are preliminary</i>													

The size for the 2015 cohort is now at 33. This keeps us on track to meet the performance goals. One of the cohort members took a leave of absence for Spring, 2018. It is our hope that he will return for Fall, 2018.

Retention and Student Success Efforts

Study Groups

Study groups were implemented for several courses that upper class students take, including Organic Chemistry II, Lifespan Development, Counseling Theories and Methods, and Biochemistry II. While we believe these study groups are of value to students, because there was no requirement that the students attend, attendance was spotty at best. We will continue to consider study groups and other experiences for upperclass students, but will survey the students to gauge their interest before hiring a study group mentor for them. Study groups offered during the Spring of 2018 for first year students included those for: Principles of Biology II, General Chemistry II, Psychology 101, Calculus I & Calculus II, Introduction to Politics, Introduction to Anthropology, Introduction to Sociology and Introduction to Ethics.

Tuition Support Program

For Summer 2018, the number of students receiving support from DeSousa-Brent for courses at other institutions has expanded considerably. For the 2017 Summer term, only fifteen students took advantage of this program at institutions other than St. Mary's. For 2018, that number is twenty-six. Fifteen students are receiving support for courses taken at St. Mary's this year, as opposed to twenty-three last year.

Academic Performance and Improvement

While the academic performance of upperclass students in DeSousa-Brent mirrors previous years, the first year class has performed below expectations. Two left at the end of the Fall semester, and two others are likely to leave at the end of the Spring semester. As the staff discussed this, we are trying to determine if there were warning signs at Summer Bridge that might have indicated this result.

Two students from DeSousa-Brent have been selected to become McNair Scholars: Maxime Zamba-Campero and Samantha Placide. They join Angel Tse, who was selected in 2017. The McNair Scholars is a TRIO program at one hundred fifty one institutions designed to prepare students for doctoral study through research and intensive academic experiences.

DeSousa-Brent staffing

Joanna Colvin, our Program Coordinator, went on maternity leave on December 20, and returned on March 1. However, Joanna recently tendered her resignation. The search for the Program Coordinator has begun in hopes that a new staff member will be on board prior to Summer Bridge 2018.

Summer Bridge 2018

Summer Bridge 2018 is scheduled for July 14-28, 2018. While there are few changes in place for 2018, several ideas are being discussed for future bridge programs. First, the most intensive academic experiences other than the two-credit seminar course are Bio BootCamp and Pre-Calculus Review. These ten hour experiences have proven helpful in preparing students for success in the sciences and mathematics. This year, Bio BootCamp will be replaced with Chemistry BootCamp. The content will certainly change, but the preparation for success in the sciences and the ways in which scientists think and work will still be its focus. In fact, the title may be changed to STEM BootCamp so students understand its purpose.

For 2019 Summer Bridge, we plan to implement a ten hour experience in Psychology. Since many of our students enroll in a Psychology course while at St. Mary's and it is one of our largest majors, we thought offering another intensive experience in this discipline would be valuable for our students.

DeSousa-Brent Recruitment for 2018 Cohort

Recruitment for the 2018 cohort began in earnest in January. As of April 27, twenty-six students have been selected for DeSousa-Brent for the coming year, with eighteen having submitted their admissions deposits. Given that some of our students commit to the institution late and more applications may be received, we believe we will hit the goal of forty new DB scholars.

The staff set up information tables at Open House and Campus Visit Days along with Admissions, and interviewed six students during Admitted Student Days in February and April. In the Fall, 2018 semester, DeSousa-Brent staff will be working with Admissions to develop relationships with non-profits focused on K-12 student success and access to higher education. These include College Bound and Kipp among potential others. One of the challenges for the DeSousa-Brent Scholars program regarding recruitment is that we have experienced at least four different approaches to DB recruitment from Admissions since 2014. It is our hope that next year will be a year of stability in our relations with that department.

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

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

May 1, 2018

“Well, it’s been a quiet semester at St. Mary’s College of Maryland.” With apologies to Lake Wobegon.

- I. **Honors College 2.0.** In mid-Fall 2017 – the Academic Planning Committee (APC) began our efforts by: **1) Looking outward** – exploring the curriculum at peer and peer aspirant colleges in order to identify exciting elements that could be a great fit for St. Mary’s College of Maryland; at the same time – the Senate, created the Ad Hoc Core Curriculum Committee (AHCCC) and in collaboration with the Administration assisted in developing the Skillaboratory - Professional Skills Development Team (PSDT). The Ad Hoc CCC began their work towards the end of the fall 2017 semester and have been especially active and effective under the leadership of Dr. Aileen Bailey (Psychology and Neuroscience) this Spring. Their efforts have helped us to: **2) Looked inward** – and with that they have shouldered a tremendous amount of work, including new Senate charges in early February to work collaboratively with the APC and PSDT to: a) develop core curriculum redesign (SP 18); b) identify components (if any) ready to be piloted in 2018-19; c) identify other shared values and components to be included in a core curriculum; and d) make recommendations for how to proceed. ***Their work has lead us to a collaborative and exciting place!*** Their recent report was shared with the Faculty at our last meeting (April 24, 2018) where as a work in progress, it gained strong support of the faculty. Lastly, we have: **3) Looked forward** – with the combined efforts of the Skillaboratory skills team (PSDT) of administrators, faculty, staff and students who have made good progress with the development of two optional one credit course opportunities (SKIL 100 and 101) that were proposed February 27, 2018, introduced at Senate April 5, 2018, and considered by the Faculty April 24, 2018, for inclusion in the schedule as experimental offerings for first year students Fall 2018. In addition to these courses, a listing of desired skills, likely present already in core and department course offerings, has been developed by the PSDT and shared with department chairs, so that faculty can begin to formally identify practical skills elements within their current curriculum and consider how to develop similar skillsets in other courses.

These faculty, staff and administrative teams deserve our recognition and thanks:

- 1. Outward:** The **Academic Planning Committee (APC), including:** Charles Holden (History), Jeffrey Byrd (Biology), James Mantell (Psychology), Elizabeth Charlebois (English), Dave Kung (Mathematics and Computer Science) and Michael Wick, Provost (ex officio).
 - 2. Inward:** The **Ad Hoc Core Curriculum Committee (AHCCC) including:** SooBin Jang (Educational Studies), Lindsay Jamieson (Math and Computer Science), Aileen Bailey (Psychology/Neuroscience); **Senators:** Garrey Dennie (Cross Disciplinary Studies/History), and Pamela Mann (Library Faculty); **Student:** James Judlick; and **Staff:** Anne Marie Brady (Director of Institutional Research) and Christine Wooley, Associate Dean of Curriculum (ex officio).
 - 3. Forward:** The **Skillaboratory - Skills Team** members led by Mike Wick and Leonard Brown, in addition to José Ballesteros (Foreign Languages and Senator), Kate Shirey (Director of Career Development) Kate Pitcher Library Director Faculty, and Amanda Deerfield (Economics). This group has expanded to include many local professionals.
- II. **We have created a mechanism to enable students falling just shy of credits for graduation to “walk” with their classmates (introduced Feb. 27, 2018, reviewed and approved by the Faculty Senate, and approved by the Faculty April 5, 2018).** This a common element shared with many of our peer and peer aspirants colleges and will enable students falling 4 or less credits shy of their

requirements to walk and share the graduation ceremony with their classmates and families. This change is with the understanding and expectation that a clear plan for completing their credits/requirements is in place before the end of the Spring semester, so that they may graduate and receive their diploma with expediency. With this change, it is worth mentioning that the Registrar and administration have decided that diplomas will no longer be distributed at graduation.

- III. Creation of a new minor in Business.** In response to the APC report presented last **May 2017**, regarding major and minor offerings at peer and peer aspirants, in reflection of input from our Admissions Office regarding inquiries from families and prospective students pertaining to major and minor offerings, and also in response to the enthusiastic recommendations from the Board of Trustees, the Economics Department has developed and proposed a new minor in Business. Their efforts were reviewed by the Curriculum Review Committee, reviewed and approved by the Faculty Senate (April 5, 2018), and approved by the Faculty (April 24, 2018). This minor involves the development of one new course, is in-line with Business minors at peer and peer aspirants, and will likely create a popular cross-discipline minor for the College. Moreover, in its current iteration, it is cost neutral. However, high enrollments may drive a need to expand staffing for this minor.

Two elements from the Business proposal pertaining to course development and staffing needs are included in this report:

RESOURCE REQUIREMENTS *The Economics department anticipates that the minor can be initially launched with limited new resources. However, should the minor prove popular, additional resources, as detailed below, would become necessary.*

COURSE DEVELOPMENT *Five of the six courses required for the minor are currently offered by the department. The sixth course, Introduction to Management, is an essential component of a Business minor, and must be developed. We have placed Introduction to Management on the Fall 2018 schedule as an experimental course. It is a standard core course in any business program. We anticipate that this course will be taught by a current faculty member with a background in Business. Support for course development is unnecessary for the introduction of this minor. However, larger than anticipated enrollments and/or future revisions in the minor requirements could necessitate limited future support for course development.*

- IV. Creation of a new Astrophysics Minor (February 27, 2018).** This is another cost neutral minor that is frequently requested by prospective students and their families visiting Admissions, at Open House events, or when visiting campus and our Physics faculty.
- V. Creation of a Women, Gender and Sexuality Major (February 27, 2018).** This popular cross-disciplinary study area has been in development as a new major for quite some time. It is a common offering at our peer and peer aspirants and it was enthusiastically supported by the faculty. **However**, it is approved with the caveat that it requires the **reestablishment** of a tenure track line for this area of study.
- VI. Resolution:** In response to a vandalism event targeting President Jordan and her campus notification to us (February 24th), several faculty and senators came together to create the following resolution. This resolution was discussed and enthusiastically supported by the Faculty at our **February 27, 2018** meeting. **Resolution:** *We the faculty of St. Mary's College feel personally and deeply offended by the acts of racism directed at our President, Tuajuanda C. Jordan. We believe in the ideals of **The St. Mary's Way**. We celebrate the inclusive and diverse community it inspires us to be. We fully accept that it calls upon us to condemn any acts of racism, violence or vandalism on our campus. Today, February 27th, 2018, in the presence of our faculty community, we reaffirm our commitment to action in the presence of discrimination. Further, we reaffirm our commitment to*

living and modeling behaviors that demonstrate kindness, respect and inclusive support for every member of our community: students, staff and faculty.

- VII. **Reviewed and approved: New By-Laws language creating a Lecture Title Position at St. Mary's College.** The Lecture Title position was approved in concept by the Senate (Spring 2017) and again with By-Laws language crafted by Provost Wick (March 22, 2018). It was brought to the faculty for review, discussion, and faculty vote: **April 5, 2018**, it returned for a second vote: **April 24, 2018**.
- VIII. **The Faculty Senate unanimously supported, with representation, the Annual Physical Plant/Grounds/Public Safety Appreciation Day Breakfast April 16, 2018.**
- IX. **Review and approval of Master in Arts and Teaching Policies** – complementary to our current student policies. Important details for this strong and growing program will be added **To the Point Handbook/MAT Handbook**.
- X. **On April 24, 2018, The faculty considered and unanimously passed the two following motions and all that they imply:** 1) to: Confirm the degree of Bachelors of Arts and Bachelors of Science to students who have completed the degree requirements in the Spring, 2018 semester as certified by the Registrar. And 2) to: Confirm the degree of Master of Arts in Teaching to students who have completed the degree requirements in 2018 as certified by the Registrar.
- XI. **Salary inequity study charge to the Faculty Issues Committee:** The Faculty Issues Committee has completed their work regarding this charge and the Senate will review their report (submitted April 27th) at our last Senate Meeting on **May 3, 2018**.
- XII. **Ombuds Position (an individual who serves as a designated neutral party).** The *Faculty Issues Committee* has completed their work, including a campus wide survey, and the Senate will review their report (submitted April 30th) at our last Senate Meeting on **May 3, 2018**.
- XIII. **Matrix evaluation and recommendations.** The *Faculty Issues Committee* has completed their work and the Senate will review their report (submitted May 2nd), including input from Department Chair/Program Coordinators, at our last Senate Meeting on **May 3, 2018**.

Ongoing work:

- 1) **Summer 2018:** The Ad Hoc Core Curriculum efforts will transition to a team of faculty, supported with stipends from the Provost's Office, to work through the upcoming summer months to build upon the AHCCC work and continue to develop our new and distinctive Core Curriculum.
- 2) **Fall 2018: Discussion:** Examining the required number of SMCM credits to receive Latin Honors? **Motion:** Charge for APoC (Fall 2018): To explore the history and rationale behind our current Latin Honors policy, and in consideration of the increasing number of transfer students attending SMCM, if within our purview, recommend modifications to our policy.
- 3) **Fall 2018: Discussion:** Faculty workload. **Motion:** Charge the FIC (Fall 2018) to look at the changes in faculty workload created by increasing demands on faculty time including, *but not limited to*, students needing accommodations that have a substantial effect on class planning and management; assessment; and re-evaluation of and changes to the Core Curriculum. The FIC could then use this information to make recommendations for a response to this increased work load, including increased compensation, the generation of credits towards course releases,

and consideration of these additional demands in tenure, promotion, and five-year evaluation considerations.

- 4) On the horizon – Additional By-law revisions:** Delayed, in lieu of the Honors College 2.0 initiative and other work. For the record, to keep these elements on our radar, there are several final elements that need attention within our By-laws, they include: **1)** standardizing department/program language; **2)** evaluation of the Provost; **3)** evaluation of Library Faculty; and **4)** clarification of evaluation procedures for individuals occupying positions across multiple programs.

In closing: Your Faculty have *all* worked extremely hard to ensure a successful end to this academic year and prosperous start with a strong enrollment for the Fall of 2018. They have worked shoulder to shoulder with our Admissions team at all campus events and countless prospective student/family visits. In typical fashion we have given our best efforts to bring in what we hope to be a superb cohort of excellent students for matriculation next Fall 2018. The Faculty's leadership and collaboration with our students in the: classroom; laboratory; performance halls; campus spaces (inside and out); and through supervision of internships, tutoring, student teaching, club supervision, sports team sponsorships and the creation, sponsorship and participation of countless campus events, have brought us to the close of another ambitious and exciting year. May our sense of place, nestled in the tidewater of **Horseshoe Bend**, bring us **luck**. However, more importantly, may the many efforts of our Faculty, Staff and Administration, who collaboratively work 24/7 to **make our luck**, turn the ship that is St. Mary's College into a freshening wind, setting our course for the next mark of distinction for Maryland's Public Honors College. *"Well, that's the news from St. Mary's College of Maryland (again, with apologies to Lake Wobegon), where all the women are strong, all the men are good looking, and all the 'students' are above average."*

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS**

PROVOST REPORT

HONORS COLLEGE 2.0

Progress on the design of Honors College 2.0 has been slow but steady. The full update will be provided to the Board via a joint presentation with Vice President for Student Affairs Leonard Brown. For my report, I will provide brief updates on the two most salient features of Honors College 2.0 as proposed to the Board last summer: thematic exploration and Skillaboratories.

THEMATIC EXPLORATION

The Honors College 2.0 framework as developed and endorsed by the faculty includes *signature pathways* as a means for students to satisfy the traditional disciplinary breadth requirement. Signature pathways are composed of multiple integrated courses and experiences aligned with a unifying theme. Under Honors College 2.0, students will select one signature pathway intentionally designed to provide the disciplinary breadth so inherent to a strong liberal arts education. A special pathway, called the Traditional Liberal Arts Signature Pathway, will be provided for students who wish to compose their own collection of courses rather than taking an integrated package of courses. This special pathway will provide students with much-needed flexibility, particularly for transfer students.

SKILLABORATORY

The Honors College 2.0 framework as developed and endorsed by the faculty includes professional skills development through two complimentary means. First, an intentionally scaffolded, credit-bearing, developmental skills sequence through which students will learn to be planful in identifying and reaching appropriate life goals including career, graduate, and/or professional school placement. Through this sequence, students will learn “tools for doing” to augment their traditional liberal arts education that provides “tools for thinking.”

Second, all College courses will include documentation of the practical and professional skills learned through the course. This documentation will more explicitly help students understanding the broad applicability of their learning. Students will also gain the ability to explain the skills they have learned in the classroom and how to present those skills to employers or graduate and professional schools.

BUSINESS @ SMCM

The Economics Department has developed a general Business Minor by combining several existing courses at the College. The Business Minor is pending approval by the Academic Affairs Committee and the full Board of Trustees. The minor will provide a powerful tool for continuing conversations with parents and students expressing an interest in business. The Business Minor received full endorsement from the College’s Curriculum Review Committee, the Faculty Senate, the Faculty as a whole, my office, and the College President.

In addition, economics faculty have provided Vice President for Enrollment David Hautanen with a listing of nearly 20 standing Economics courses broadly related to business. Work is underway to augment this list with additional business-related courses from across the College. The full suite of

40 courses will provide Admissions with a powerful tool for keeping St. Mary's College on the radar of
41 families interested in business.

42 **ONLINE COURSES**

43 This summer, Dr. Bill Roberts in Anthropology, will develop and deliver the first fully online course at
44 the College. Online programming provides a powerful mechanism through which to meet the needs of
45 existing College students who struggle to graduate in four years due to earning fewer than 16 credits per
46 semester. Based on the lessons learned this summer, additional online summer sections are already
47 planned for Summer 2019 including courses within the newly proposed Business Minor.

48 **PERSONNEL POLICIES**

49 **LECTURER POSITION**

50 A Lecturer title series is proposed as a new personnel employment category at the College. The Lecturer
51 role will be a teaching-intensive role with minimal service and scholarly expectations. The role is
52 designed to meet the needs of the College and its employees for long-term faculty appointments outside
53 the tenure system.

54 Lecturers will carry a full-time teaching load of four courses (16 credits) per semester. The title sequence
55 provides three prefixes (no prefix, Senior, and Master) to allow for professional development and
56 promotion. Lecturers will earn contracts between three and five years in length.

57 While useful in and of itself, the full value of the lecturer title series will be realized when the College
58 implements a partner hiring policy. Such a policy would address employee retention issues, particularly
59 for tenure-track faculty, given the relatively sparse employment market near the College. President
60 Jordan has charged the Office of Human Resources to propose a partner hiring policy in the near future.

61 **VALUE STATEMENTS**

62 As of today, only four departments have written criteria for tenure and promotion and those criteria are
63 only for the scholarship portion of faculty productivity. The lack of written criteria negatively affects our
64 ability to recruit and retain high-quality faculty. Further, without clearly document criteria, each level of
65 performance review is left with woefully sparse guidance on how to evaluate faculty or how to align that
66 evaluation with the larger needs of the College.

67 This summer, department chairs and program coordinators will be engaged in the first step of articulating
68 the personnel value systems for faculty career milestone decisions. Using a structured specification
69 format, chairs and coordinators will articulate expected faculty performance in the area of service for each
70 of the merit levels within the career milestones of our existing merit-based evaluation system. The
71 expected performance will also include representative behavior for each level of performance and at each
72 career milestone. Figure 1 illustrates the specification format to be used.

73

ST MARY'S
COLLEGE of MARYLAND
The Public Honors College

Faculty Value System Matrix	Contract Renewal		Tenure & Promotion to Associate			
	Representative Behavior(s)		Representative Behavior(s)			
	Qualifier	Fixed	Qualifier	Solid Performance	Merit	Extra Merit
Service <i>A pattern of behavior demonstrating sufficient quantity and quality in...</i>						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Narrative	Narrative		Narrative			

Figure 1: Faculty Value System Matrix (Partial)

74 At the Chairs and Coordinators Retreat in August, we will present the value systems submitted by each
75 department/program. Based on that experience, the faculty of each department/program will be
76 introduced to the matrix and charged with articulating criteria for all facets of faculty performance and
77 across all merit levels and milestones. The objective is to have document value systems for all
78 departments and programs by May, 2019.



BOARD OF TRUSTEES

**JOINT OPEN SESSION
ACADEMIC AFFAIRS AND STUDENT AFFAIRS COMMITTEES
MINUTES**

Date of Meeting: February 2, 2018

Status of Minutes: Approved March 30, 2018

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

Committee Members Absent: Glen Ives

Student Affairs Committee Members Present: Co-Chair Lex Birney, Co-Chair Cindy Broyles'79, Carlos Alcazar, John Bell'95, Peg Duchesne'77, Elizabeth Graves'95, Board Chair Sven Holmes, President Tuajuanda Jordan, Larry Leak'76, Sharon Phillips'18, Danielle Troyan'92

Others Present: Aileen Bailey, José Ballesteros, Allison Boyle, Anne Marie Brady, Leonard Brown, Donny Bryan '73, Carolyn Curry, Amanda Deerfield, Garrey Dennie, Michael Dunn, Cynthia Gross, Gail Harmon, Chuck Holden, Charles Jackson, Lindsay Jamieson, Soo Bin Jang, James Judlick '19, Pamela Mann, Todd Mattingly, Kortet Mensah, Joan Pickett, Kate Shirey, Allan Wagaman'06, Michael Wick, Christine Wooley, Anna Yates, Lisa Youngborg

Executive Summary:

Meeting called to order at 3:45p.m. by Sven Holmes.

The Honors College 2.0 Initiative

Michael Wick and Leonard Brown provided an overview of The Honors College 2.0 Initiative. Kate Shirey shared an update on the development of the General Career Explorations (Skills) Curriculum. Aileen Bailey reviewed data collected on the Assessment of the Core Curriculum and Identification of Potential Core Curriculum Models. The Honors College 2.0 Progress Report slide presentation is attached to these minutes.

The meeting was open to questions and discussion regarding the materials presented.

The meeting adjourned at 5:30p.m.

Honors College 2.0 Progress Report

Friday, February 7, 2018
Board of Trustees

Joint Meeting of the
Academic Affairs Committee and Student Affairs Committee

SEMARY'S

Initiative Overview

Michael Wick and Leonard Brown

SEMARY'S

HONORS COLLEGE

Tools for Thinking

Tools for Doing

SEMARY'S

Skillaboratory

Looking Beyond Commencement
From Day One

SEMARY'S

Integrated Institutional Planning

SEMARY'S

Professional Skills Development Team Update

Leonard Brown and Kate Shirey

SEMARY'S

Professional Skills Development Team Members

CS

Molly Mahoney Matthews, Job-IQ
Isabel Cardenas-Navia, Business-Higher Education Forum
Tania Dawson, NAVAIR University
Christine Bergmark, Evenstar Farms
Peter Tyson, P.H. Tyson
Dave Lewis, Community Resource Network
Kevin Switlick, AVIAN
Jasmine Long, Student
Kate Shirey
Jose Ballesteros
Amanda Deerfield
Kate Pitcher
Leonard Brown
Michael Wick

St. Mary's COLLEGE OF BUSINESS

Four-Year Skillaboratory Curriculum

CS

First Year

- Career plan
- Interview
- Day of service
- Micro-internship
- Co-curricular engagement

Sophomore Year

- Last-mile skills
- General skills
- Exploration of theories and best practices for community project
- Professional portfolio

Junior Year

- Training in internship application via professional skills
- Employer research
- Skills gap analysis
- Career and leadership plan

Senior Year

- Reflection on career and leadership plan
- Showcase skills
- Engagement
- Career objectives and elevator pitch
- Professional portfolio

St. Mary's COLLEGE OF BUSINESS

Professional Skills Development Team Timeline

CS

St. Mary's COLLEGE OF BUSINESS

First-Year Skillaboratory Curriculum

CS

St. Mary's COLLEGE OF BUSINESS

First-Year Skillaboratory Curriculum

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St. Mary's COLLEGE OF BUSINESS

First-Year Skillaboratory Curriculum

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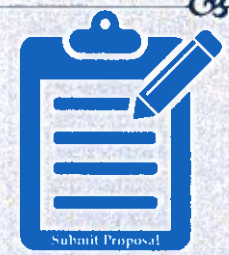
St. Mary's COLLEGE OF BUSINESS

First-Year Skilllaboratory Curriculum



ST. MARY'S


First-Year Skilllaboratory Curriculum




Career & Leadership Development Plan

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First-Year Skilllaboratory Curriculum



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Questions?

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Ad Hoc Core Curriculum Committee Update

Michael Wick and Aileen Bailey

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Ad Hoc Core Curriculum Committee Team Members

- Aileen Bailey, Professor of Psychology, AHCCC Chair
- Anne Marie Brady, Director of Institutional Research
- Garrey Derrrie, Associate Professor of History
- Lindsay Jamleson, Associate Professor of Computer Science
- Soo Bin Jang, Assistant Professor of Educational Studies
- James Judlick '19
- Pamela Mann, Associate Librarian
- Christine Wooley, Interim Associate Dean of Curriculum

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Ad Hoc Core Curriculum Committee

CS

Original Faculty Senate Charges to AHCCC (11/11/17)

- Assess the current SMCM Core Curriculum
- Collect suggestions for possible core components/models/revisions
- Communicate findings to the Senate and the SMCM faculty

STMARY'S COLLEGE

AHCCC Timeline

The timeline shows the following key events:

- 2017:**
 - Discussed Approaches (11/11/17)
 - Developed Surveys (12/11/17)
 - Faculty Survey Out (1/18/18)
 - Alumni Survey Out (1/18/18)
 - Non-Attending Survey Out (1/28/18)
 - Student Survey Out (3/14/18)
 - Call for Core Ideas/Proposals (3/14/18)
 - Preliminary Analysis (3/17/18)
 - Planning for Town Hall Meeting (3/17/18)
- 2018:**
 - Further Analysis (3/27/18)
 - Finalized 1st three articles & got with AAC, PACT

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AHCCC Surveys

CS

Faculty	Students and Alumni	Non-Attending Students
<ul style="list-style-type: none"> • Developed guiding principles • Collected feedback on Core's connection to these principles 	<ul style="list-style-type: none"> • Collected information about SMCM academic experiences and post-SMCM lives 	<ul style="list-style-type: none"> • Collected information on attractive and/or distinctive curricular features

STMARY'S COLLEGE

AHCCC Surveys

CS

Faculty	Students and Alumni	Non-Attending Students
<ul style="list-style-type: none"> • Developed guiding principles • Collected feedback on Core's connection to these principles 	<ul style="list-style-type: none"> • Collected information about SMCM academic experiences and post-SMCM lives 	<ul style="list-style-type: none"> • Collected information on attractive and/or distinctive curricular features

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Association of American Colleges and Universities (AAC&U)

CS

College Learning
New Global Century

THE LEAP CHALLENGE
Education for a World of Unscripted Problems

STMARY'S COLLEGE

Faculty Agreement with AAC&U Guidelines


Do you agree that students should ...

Develop strong analytical skills	100%
Learn how to find and use evidence	99%
Gain a breadth of knowledge	97%
Develop intellectual and practical skills	96%
Be provided with real world experiences	95%
Gain intercultural knowledge	92%
Apply knowledge to new problems	88%
Address societal problems	87%
Gain skills in ethical reasoning	86%

Percent Answering Yes

STMARY'S COLLEGE

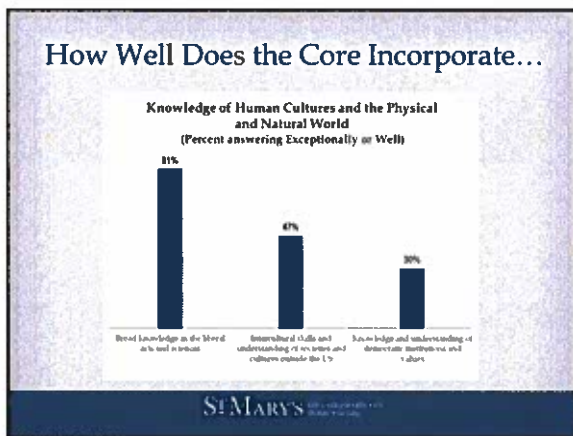
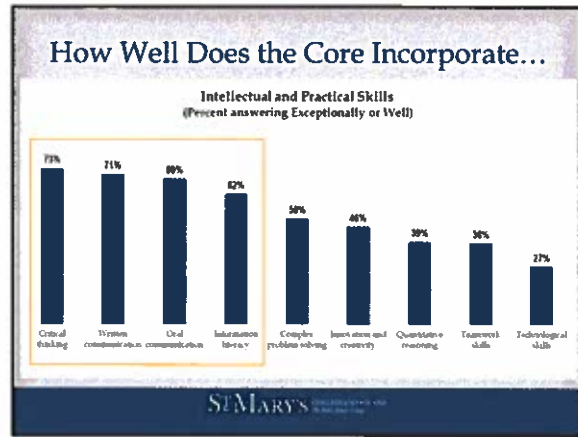
Employer Priorities for Most Important College Learning Outcomes




Falling Short? College Learning and Career Success

Selected Findings from Online Surveys of Employers and College Students
Conducted on Behalf of the Association of American Colleges & Universities
By Hart Research Associates

ST. MARY'S COLLEGE OF MARYLAND



THE PUBLIC HONORS COLLEGE

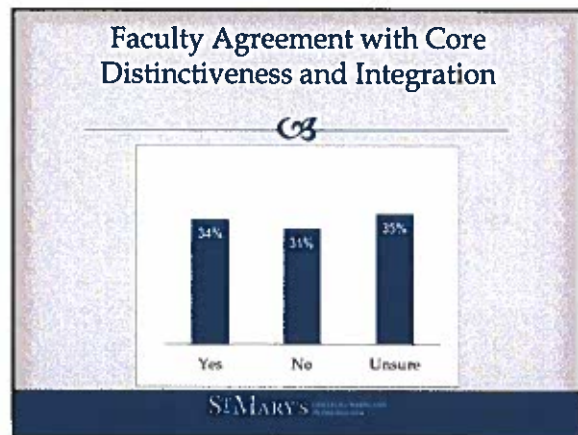
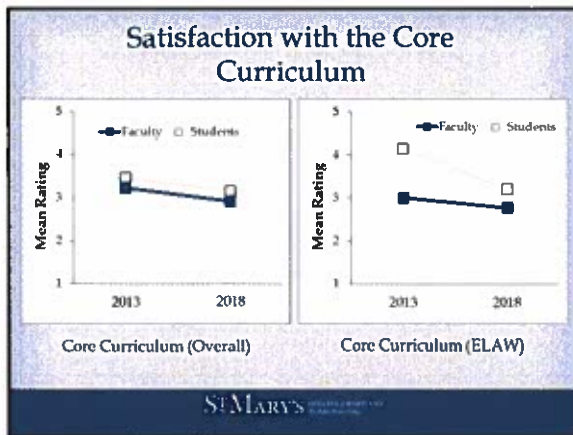


St. Mary's College of Maryland

at Historic St. Mary's City

Core Curriculum Self-Report for External Review Spring 2013

ST. MARY'S COLLEGE OF MARYLAND



AHCCC Surveys

Faculty

- Collected information about teaching practices
- Collected feedback on CMCs and faculty effectiveness

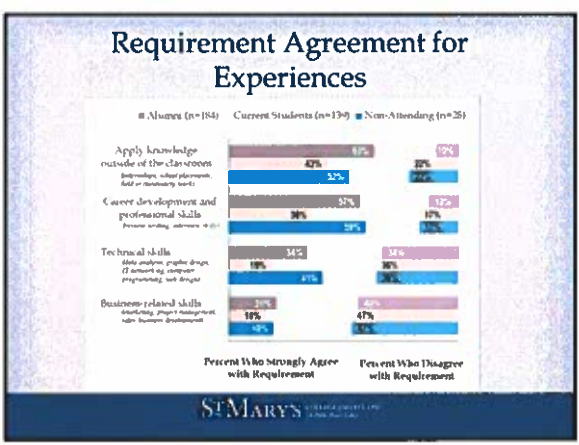
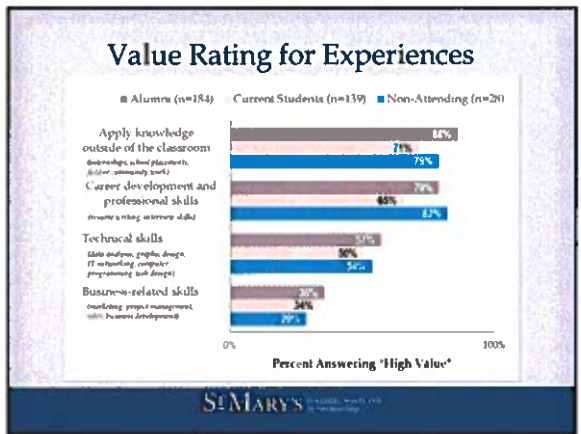
Students and Alumni

- Collected information about SMCM academic experiences and post-SMCM lives

Non-Attending Students

- Collected information on attractive and/or distinctive curricular features

St. Mary's



Top Academic Factors from Non-Attending Students

Deciding Where to Attend College

- Opportunities to apply knowledge outside of the classroom
- Structured pathways to facilitate admission to graduate or professional programs
- First-year seminar or other common freshman experience
- Learning communities
- Opportunities to develop and practice career development and professional skills

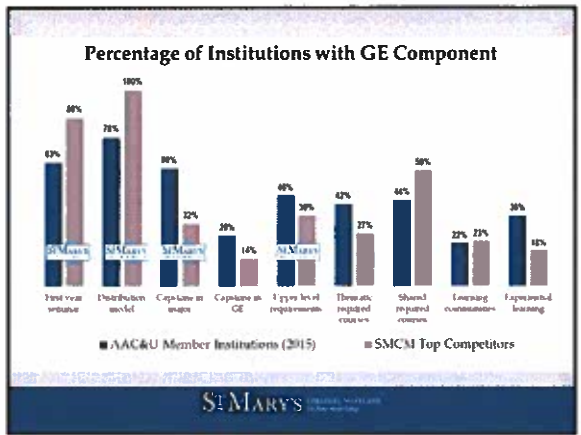
St. Mary's

Components of General Education

Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches

Key Findings from a Survey among Administrators at AAC&U Member Institutions

St. Mary's



Town Hall Meeting

- Discussion of curricular ideas (models/revisions) submitted by faculty
- Discussion of interesting/innovative curricular models identified by APC

SAVE THE DATE!

Town Hall Meeting to Discuss Core Curriculum Revisions

When: Tuesday, February 6

Where: Schaefer Hall 106

Time: 4:30 PM

Sponsored by: Ad Hoc Core Curriculum Committee

St. Mary's University of Minnesota

Ad Hoc Core Curriculum Committee

Extended Faculty Senate Charges to AHCCC (2/1/18)

- Work collaboratively with APC and PSDT
- Develop a process to continue work on core curriculum redesign during Spring 2018
- Identify possible components to be piloted in 2018-19
- Identify other shared values and components to be included in a core curriculum
- Make recommendations for how to proceed after Spring 2018

St. Mary's University of Minnesota

Integrated Institutional Planning

Academic Planning Committee

Ad Hoc Core Curriculum Committee

Professional Skills Development Team

St. Mary's University of Minnesota

Source: <http://www.culturelab.com>

Questions?

St. Mary's University of Minnesota

St. Mary's University of Minnesota

First-Year Skilllaboratory Curriculum

St. Mary's University of Minnesota

