

ST MARY'S
COLLEGE of MARYLAND

The National Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

Open Session
May 10, 2019
Blackistone Room, Anne Arundel Hall



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: May 10, 2019

Date of Next Meeting: October 18, 2019

Committee Chair: Peter Bruns

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

Staff Member: Michael Wick

Dashboard Metrics: N/A

Executive Summary:

Discussion Items

Faculty Senate Report

Dean of Faculty Report

Information Items

Minutes of February 1, 2019

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

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

III.B. Recommendation to Approve 2019 Candidates for Graduation



**ACADEMIC AFFAIRS COMMITTEE
MEETING OF MAY 10, 2019**

**OPEN SESSION
AGENDA**

- I. CALL TO ORDER**
- II. DISCUSSION ITEMS**
 - A. Faculty Senate Report Page 1
 - B. Dean of Faculty Report Page 4
- III. ACTION ITEMS**
 - A. Recommendation to Approve Revisions to SMCM's Residency Policy Page 6
 - B. Recommendation to Approve 2019 Candidates for Graduation Page 12
- IV. INFORMATION ITEMS**
 - A. Meeting Minutes of February 1, 2019 Page 13

The committee expects to close a portion of this meeting.

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

"A smooth sea never made a skilled sailor." Franklin D. Roosevelt

May 10, 2019

- I. **New Core Curriculum and the Core Design Workgroup (CDW):** The faculty came together on **January 29th** to review, discuss, modify and vote on the new core curriculum. Their motion:

"We approve the new Core Curriculum, as described in the Revised Proposal (1/29/19). We suspend the full implementation of the First Year Honors Seminars (CORE 101/102) pending continued pilots, further analysis of the resource implications, and later faculty approval."

The faculty vote: **79 yes, 10 no, 2 abstain.** With that vote, the new Core Curriculum was passed.

To continue to develop the *suspended* components of Core Curriculum, the Faculty Senate in collaboration with the Provost has called for faculty to come forward to serve on an Ad Hoc First Year Experience (FYE) Committee. This group will work throughout the summer 2019 and into the next academic year. The Faculty Senate will review faculty applications for this Ad Hoc FYE Committee on May 2nd.

Committee charge: Study how to structure the First Year Experience to accomplish the above goals for both incoming first-year students and for transfer students within the constraints of the available resources.

Committee members should be open to a range of strategies that might ameliorate the resource issues identified through the workforce analysis completed by chairs.

- II. **Revisiting the size of the Faculty Senate:** Throughout this academic year, the Faculty Senate, Academic Planning Committee, and Faculty worked *diligently* and *collaboratively* on a proposal to: 1) reorganize and streamline the size of the Faculty Senate; 2) establish new Divisions to enhance interactions across departments and reduce academic silos; and 3) remodel how Faculty Senate Committee memberships are created. This process began in the early fall, **September 29, 2018**, with a proposal to the Faculty Senate.

From that initial review and discussion, the Senate charged the **Academic Planning Committee (APC)** to review other senate structures at peer and peer aspirant institutions and report back to the Senate with their recommendations. After a volley of significant discussions between at Senate and APC, this proposal was brought to the faculty for review on **February 26, 2019**. After an extensive discussion, at that meeting, *a straw poll vote* to move forward in concept was taken. The faculty voted to move forward in concept with a vote of: **60 yes / 4 no / 1 abstain.**

Timeline of Spring activity associated with restructuring the Faculty Senate and establishing Divisions:

March 1st - Senate leadership met with representation from the group that seemed most unhappy with this proposal/change. Working collaboratively with faculty from that department, this group crafted 9 different division models for review.

March 5th - The faculty senate president and vice president shared those models with the Department Chairs and Coordinators on, for input and discussion. At that meeting, that body reduced the 9 models to 2. Those two models were forwarded to the faculty for review and discussion at their next department/program meetings.

March 19th, Departmental/programs Meeting – Selecting Division met and communicated their Division model preference to the faculty senate president. After consideration, fifteen programs favored one division structure over the other and ***Divisions by Location*** became our model moving forward.

Meanwhile, the faculty senate vice president, Richard Platt (Psychology), and Academic Planning Committee member, Jeffrey Byrd (Biology), reworked our bylaws to include the proposed changes. In summary, those bylaw changes include: **1)** downsizing and restructuring the Faculty Senate; **2)** establishing Divisions; and **3)** changing how we select our Faculty Senate Committee membership from appointment by the senate, to election by division and faculty at-large.

March 21st, Senate Meeting - The faculty senate reviewed Departmental/Program Division selection.

April 2nd, Faculty Meeting - This proposal, was presented to the faculty on **April 2nd** for a second review, discussion and vote. After a lively and substantive discussion, ***the first formal faculty vote*** to approve this proposal, including bylaws changes, was cast. The result was: ***70 yes / 5 no / 1 abstain***.

April 4th, Division Meeting - Following this promising result, held on April 4th so that new department/program cohorts could meet for the first time and elect their Division Senator. Division by Location creates three divisions: North (Goodpaster and Schaefer Halls), Central (Montgomery Hall, Margaret Brent Hall and the Library), and South (Anne Arundel and Kent Halls). Electing Division Senators creates an opportunity for discourse, collaboration, leadership and information flow between departments and the new Senate structure.

April 23rd, Faculty Meeting – The faculty met again to review, discuss and vote on this proposal. The proposal passed with ***78 yes / 6 no / 1 abstain***.

With Division Senators already elected on April 4th, the remaining 5 Senators including: Senate President, Senate Vice President and three at-large Senators were elected from the faculty.

Considering this history and outcome, we respectfully request that the Board of Trustees vote to accept the bylaws changes that set in words these new advancements to faculty governance at St. Mary’s College of Maryland.

III. Academic Policy Committee Charges: Latin Honors & Internship GPA Requirements

- 1. 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. After review, the APoC recommend retaining our current policy regarding the number of SMCM credits required to receive Latin Honors. No action was required by the faculty to retain this standard.
- 2.** This past fall, we also charged the APoC Committee to review our GPA minimum for internship participation. Our “old” language was cumbersome and did not align with our requirements and expectations for graduation.

New language, simplified to the following: *Any full-time, degree-seeking student who will have **sophomore status** and be in good academic standing (**2.0 GPA or higher**) at the start of the internship is eligible to apply for academic credit for the internship.*

Also connected to student internship experiences were old stipulations limiting a student’s ability to earn a stipend when completing an internship for credit. Aware that many of our students often need to earn funds to support their education, the APoC recommended the following changes.

Replacing it with the following new language: *Students may accept a stipend, wage, or other compensation for a credit internship.*

These changes were reviewed by the Faculty on April 2nd and passed with a unanimous voice vote.

- IV. Assessment Implementation Team (AIT):** Senate leadership is currently working with the membership of the AIT to transition that committee from Ad Hoc status to a standing committee within our Bylaws. While we had intended to establish this change by the end of the spring semester, with our other business, we fell short of this goal and refer this item to the Senate for the fall.
- V. Additional By-law revisions and reorganizing materials within our Bylaws more appropriate to the Faculty Handbook:** *As time allows*, there are several final elements that may need attention within our Bylaws, including: **1)** standardizing department/program language; **2)** clarifying evaluation procedures for the Provost; **3)** defining evaluation procedures for Library Faculty; **4)** clarifying the evaluation procedures for individuals occupying positions across multiple programs; and **5)** in collaboration with the Provost, reorganizing elements within our Bylaws that are better placed within a Faculty Handbook.

1 **BOARD OF TRUSTEES**
2 **ACADEMIC AFFAIRS**

3
4 **PROVOST REPORT**

5 **LEAD IMPLEMENTATION**

6 Implementation of the LEAD Core Curriculum is moving forward. Four new implementation
7 workgroups are being formed. The *Global Scholars Workgroup* is charged with codifying the processes,
8 criteria, and so forth to be used in approving the Global Scholars designation for students with an interest
9 in global studies. The *First-Year Experience Workgroup* is charged with studying how to structure the
10 first-year experience to include an academic acculturation experience, enhanced writing instruction, focus
11 on public speaking, quantitative literacy, and news literacy, all within existing resources. This work is
12 informed by pilots of CORE 101 and CORE 102 running in the Fall semester of 2019. The *LEAD*
13 *Implementation Team* is charged as the steering committee for the implementation of the LEAD
14 curriculum. The *Thematic Exploration Workgroup* is charged with the design, implementation, piloting,
15 and installing at scale three Integrated Inquiry offerings by the Fall of 2020. A second workgroup will be
16 formed during 2019-2020 and charged with realizing three additional Integrated Inquiry offerings by the
17 Fall of 2021.

18 In addition, a new *Integrated Inquiry Coordinator* position has been advertised. The Coordinator position
19 is a three-year renewable position available to tenured faculty and is responsible for coordination and
20 implementation of the thematic exploration portion of the LEAD Core Curriculum.

21 In his written report, Vice President and Dean of Students Leonard Brown will describe the continuing
22 implementation of the professional literacy portion of the LEAD Core Curriculum.

23 **ARTICULATION AGREEMENTS**

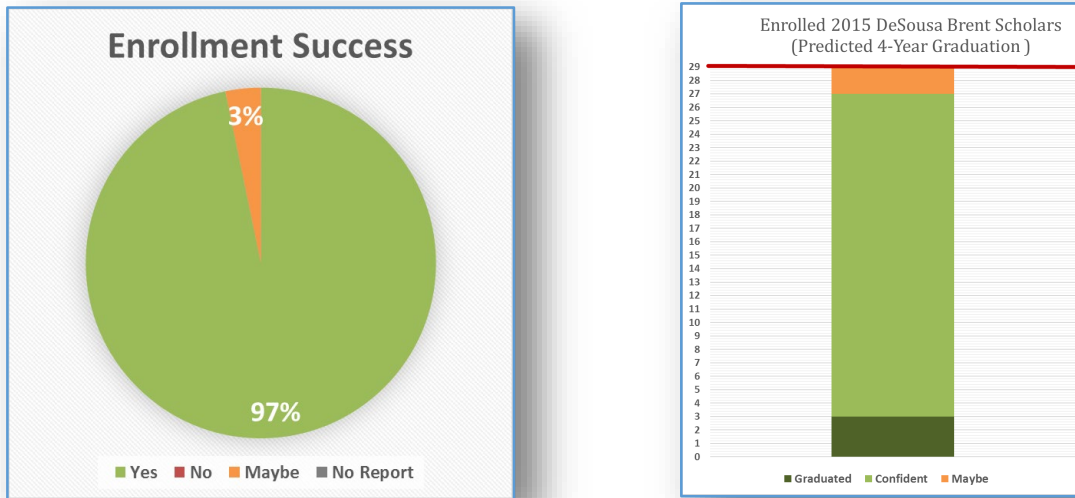
24 As the Board will recall, the College is engaged in developing formal articulation agreements with
25 Maryland community colleges as a means of providing students seamless pathways to and through St.
26 Mary's College. At present, we have 69 articulation agreements under review at the following
27 community college partners:

- 28 • Anne Arundel Community College
- 29 • Carroll Community College
- 30 • College of Southern Maryland
- 31 • Community College of Baltimore County
- 32 • Frederick Community College
- 33 • Hagerstown Community College
- 34 • Harford Community College
- 35 • Howard Community College
- 36 • Montgomery College
- 37 • Prince George's Community College
- 38 • Wor-Wic Community College

39 We anticipate the majority of these articulation agreements will be signed and advertised by the end of the
40 summer.

41 **DESOSA BRENT 2015 COHORT PROGRESSION**

42 As the Board will recall, this year marks the four-year graduation milestone for the 2015 cohort of
 43 DeSousa Brent scholars. Of the 30 students from the 2015 cohort still pursuing a degree from the
 44 College, 26 must graduate before August 2019, to satisfy the contingency requirement of the State
 45 funding. My office along with the DeSousa Brent Office have been carefully monitoring student
 46 progression. While more details will be given in closed session, I am pleased to report that of the 123
 47 separate course registrations for the students in the 2015 cohort planning to graduate this year, the
 48 instructor of record is confident that the student will fulfill the course requirements in 119 (97%) of those
 49 registrations. Four instructors (3%) have some concerns but believe the student will be successful.



(a) (b)
Figure 1: Spring 2019 Enrollment Success of the 2015 DeSousa Brent Cohort

50 **STRATEGIC PLANNING**

51 The College's current strategic plan, *A Time for Rebirth*, finishes this summer. The Strategic Planning
 52 Implementation Team (SPIT Fire) will be preparing a final report for the October Board meeting.
 53 President Jordan has appointed Leonard Brown and me as co-leads for the next strategic planning process.
 54 Leonard and I have begun conversations on how to transition from *A Time for Rebirth* to the next strategic
 55 plan and will be developing a full process plan over the summer months.

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

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

RECOMMENDED ACTION:

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

RATIONALE:

The revised Policy grants in-state tuition to any veteran using educational assistance under Chapter 31, Vocational Rehabilitation and Employment (VR&E), who lives in the State of Maryland while attending a school located in the State of Maryland, regardless of their formal state of residence.

This change was mandated in response to the Department of Veterans Affairs Expiring Authorities Act of 2018 (PL 115-251, Section 301). The wording was prepared in consultation with and approved by the Department of Veterans Affairs and Maryland Higher Education Commission.

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

I. POLICY

A. Purpose

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

B. Burden of Proof

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

C. In-state Status

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

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

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

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

D. Presumption

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

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

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

II. REQUIREMENTS

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

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

III. REBUTTAL EVIDENCE

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

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

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

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

A. Source of financial support:

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

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

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

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

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

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

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

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

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

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

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

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

F. An individual using educational assistance under chapter 31, Vocational Rehabilitation and Employment (VR&E) who lives in the State of Maryland while attending a school located in the State of Maryland (regardless of his/her formal State of residence).

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

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

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

H. Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Maryland while attending school (regardless of his/her formal State of residence).

I. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Specialty Code as determined by the National Guard.

J. Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Maryland (regardless of his/her formal state of residence) while attending school and the transferor is a member of the uniformed service who is serving on active duty.

V. PROCEDURES

A. An initial determination of in-state status will be made at the time of admission. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in status must be requested by submitting a "Petition for Change in Classification for Tuition" to SMCM. A student applying for a change to in-state status must furnish all evidence that the student wishes SMCM to consider at the time the petition is due. The due date the last published date to register for the forthcoming semester/term for which the change in classification is sought.

C. The student shall notify SMCM in writing within fifteen (15) days of any change in circumstances which may alter in-state status.

D. In the event incomplete, false, or misleading information is presented, SMCM may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status

is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

- E. SMCM shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on written request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the President.

VI. DEFINITIONS

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

VI. IMPLEMENTATION

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

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**ACTION ITEM III.B.
RECOMMENDATION TO APPROVE
2019 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**

**OPEN SESSION
MINUTES**

Date of Meeting: February 1, 2019

Status of Minutes: Approved March 29, 2019

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

Committee Members Absent: John Bullock, Glen Ives, Ann McDaniel

Staff Member: Michael Wick

Others Present: John Ahearn '76, Betsy Barreto, John Bell '95, Allison Boyle, Leonard Brown, Cindy Broyles '79, Michael Bruckler, Karen Crawford, Carolyn Curry, Peg Duchesne '77, Cynthia Gross, Gail Harmon, David Hautanen, Justin Hoobler '19, Doug Hovland, Jasmine Long '20, Richard Platt, Paul Pusecker, FJ Talley, Danielle Troyan '92, Allan Wagaman '06, Anna Yates

Executive Summary

Academic Affairs Committee Chair Peter Bruns called the meeting to order at 8:33 a.m.

Dean of Faculty Report

Provost and Dean of Faculty Michael Wick provided the Committee with an update on the LEAD Core Curriculum. The LEAD Core Curriculum, with its emphasis on integrative, experiential, and applied learning, will place new pressures on the College's class scheduling matrix. To accommodate the demands created by increased active and applied classroom experiences, an alternative class scheduling matrix, called the LEAD Class Matrix, is under development. Dr. Jeff Osborn from The College of New Jersey met with faculty to discuss alternative workload models and will assist in developing the new matrix. Dr. Osborn is well regarded for his expertise with curriculum integration.

The College is currently engaged in the development of formal articulation agreements with 19 Maryland community colleges. These formal agreements will assist students who transfer to St. Mary's from community college. Approximately 30 draft articulation agreements are pending review and an additional 50 draft agreements are expected to be submitted by the end of January.

A director for the Center for Inclusive Teaching and Learning (CITL) has been hired in accordance with the College's strategic plan. The director will begin planning the CITL physical space, which will be located in the Hilda C. Landers Library. The space will be used as a collaborative area for faculty where they may take an institutional approach to teaching and instruction. The focus of the CITL will be on equitable instruction techniques and professional development.

Faculty Senate Report

The Faculty has been continuously working with the Core Design Workgroup (CDW) on the development of the College's new core curriculum. A revised proposal from the CDW will be reviewed at the faculty meeting on February 26. The Faculty Senate and the Academic Planning Committee are in the process of reorganizing the size of the Faculty Senate. This plan will avoid duplication and allow the resulting group to be nimbler. The Faculty bylaws will be revised accordingly and presented to the Board of Trustees for approval. The Faculty Issues Committee was charged to review faculty workload. The collected information will then be used to make recommendations in response to increased workloads. The Faculty Senate will recommend that the Assessment Implementation Team should become a standing committee that will focus on student learning. The committee would report directly to the Provost and to the Academic Affairs and Student Affairs Committees. It is vital per Middle States requirements that the College have a committee that focuses on student learning. President Jordan applauded Dr. Crawford for her leadership.

DeSousa Brent Program

F.J. Talley, director of the DeSousa Brent Scholars Program, provided the Committee with an update. Mr. Talley reviewed the four- and six-year graduation and retention rates. He presented a comparison of the College's graduation rates for historically underrepresented students with nationwide statistics. The Chronicle of Higher Education ranked St. Mary's College of Maryland fourth in the nation having the largest increase in percentages of underrepresented minorities. The open session meeting adjourned at 8:58 a.m.