

ST MARY'S
COLLEGE of MARYLAND

The National Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

Open Session
May 7, 2021



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: May 7, 2021

Date of Next Meeting: TBD

Committee Chair: Peter Bruns

Committee Members: Board Chair Lex Birney, Paula Collins, President Tuajuanda Jordan, Larry Leak '76, William Seale

Staff Member: Michael Wick

Faculty Members: Elizabeth Nutt Williams, Lindsay Jamieson

Dashboard Metrics: N/A

Executive Summary:

Discussion Items

Faculty Senate Report

Dean of Faculty Report

Information Items

Revision to the Academic Judicial Procedures

Minutes of February 5, 2021

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

III.A. Recommendation to Approve 2021 Candidates for Graduation



**ACADEMIC AFFAIRS COMMITTEE
MEETING OF MAY 7, 2021**

**OPEN SESSION
AGENDA**

I. CALL TO ORDER

II. DISCUSSION ITEMS

- | | |
|----------------------------------|--------|
| A. Faculty Senate Report | Page 1 |
| B. Dean of Faculty Report | Page 3 |

III. ACTION ITEM

- | | |
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| A. Recommendation to Approve 2021 Candidates for Graduation | Page 13 |
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IV. INFORMATION ITEM

- | | |
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| B. Meeting Minutes of February 5, 2021 | Page 29 |

The committee expects to close a portion of this meeting.

April 28, 2021

Report to the Academic Affairs Committee of the Board of Trustees
Elizabeth Nutt Williams, Faculty Senate President

I greatly appreciated being welcomed by the Board of Trustees on February 6, 2021, to share the concerns of the faculty regarding the prioritization process and breakdowns in communication. The program prioritization process and resulting outcomes remain significant concerns for the faculty, as they are now tasked with implementing changes that were revealed on February 8, 2021. There are many details to manage when faculty and programs are eliminated, which is a particularly heavy burden for chairs in the affected departments. All of the changes are made even more challenging during a pandemic. The additional workload (related to both practical and emotional issues) in the middle of a semester has been a strain.

As you know, the faculty passed a resolution on January 29, 2021, in which it requested that “the Board of Trustees in consultation with the President of the College shall take concrete steps to return to the fundamental principles of shared governance and collaboration and repair and prevent further harm moving forward.” In response, Board Chair Lex Birney formed a Communications Working Group comprised of himself, Vice Chair Susan Dyer, SMCM President Tuajuanda Jordan, Faculty Senate President Libby Williams (also representing the North faculty division – primarily the sciences), and faculty members Chuck Holden (History, representing the South division, primarily social sciences) and Carrie Patterson (Art, representing the Central division, primarily humanities). The working group has met twice to discuss ways to improve communication and working relationships across faculty, administration, and the Board.

One such idea is to enhance the role of the faculty representatives to the Board committees by including the representatives in the summer Board orientation and inviting more active participation of the faculty representatives with the Board committees and associated administrators. The faculty elected two new faculty representatives (Andrew Cognard-Black, Institutional Advancement, and Shanen Sherrer, Finance, Investment and Audit). We thank the outgoing representatives (Barrett Emerick and Liza Gijanto) for their service. The continuing representatives include Kristina Howansky, Campus Life; Scott Mirabile, Technology, Buildings and Grounds; Janna Thompson, Admissions and Financial Aid; and Libby Williams, Academic Affairs. We are hopeful that the eventual return to post-pandemic life along with a continued commitment among the constituencies to improve communication and build trust will result in greater collaboration and improved morale as we move forward.

There are several other issues about which the faculty would like to update the Academic Affairs Committee:

1. The College has received a Howard Hughes Medical Institute Inclusive Excellence 3 (HHMI IE3) grant to support efforts at the College related to the meaningful evaluation

of effective and inclusive teaching, which will inform faculty practices including promotion and tenure decisions. The Faculty Senate has formed an ad hoc Committee on Evaluation of Effective and Inclusive Teaching in conjunction with the grant, charged with reviewing current practices and recommending a new system for evaluating teaching excellence.

2. The Faculty Senate has created an ad hoc Faculty IDE (Inclusion, Diversity, and Equity) Committee, charged with reviewing current policies and practices impacting the recruitment and retention of underrepresented faculty and making recommendations regarding improvements in these critical areas. There are also several other workgroups being formed by the Faculty Senate, such as a workgroup to address issues of workplace gender concerns and an advisory group to work with the provost on academic restructuring implementation details and resulting changes to the Faculty Bylaws.
3. The provost has also asked the Faculty Senate to create two additional workgroups: a Workgroup on Humanities-based First Year Seminars (Fall 2021) and a Rapid Action Taskforce on Post-Pandemic Teaching & Learning (Summer 2021), which the senate will take up at its final meeting on May 6.

Status of Proposed New Majors (since the January 2021 report):

Both remaining new major proposals (Applied Data Science and Business Administration) were reviewed by the Faculty Senate and sent back to the originators of the proposals for additional work.

Although the Applied Data Science proposal was strong, the senate had learned that external constituents and alumni were interested in providing feedback before the proposal moved forward. The proposal is being reviewed by the Provost and the program developers are awaiting feedback; the senate expects to revisit the proposal in the fall before bringing it before the faculty.

There were concerns about the Business Administration proposal, and it was sent to Amy Henderson and Don Stabile for further work on making the major more distinctive of SMC. We thank Board Chair Lex Birney for his input. The revised proposal has been sent back to senate with additional collaboration from departments outside of Economics, and the senate will discuss the proposal at its final meeting of the semester on May 6. We expect to bring it before the faculty in the fall.

In conclusion, the faculty and students have successfully managed another semester of teaching and learning during a global pandemic. Faculty's primary commitment has remained our students, especially those set to graduate this spring. We are delighted that commencement activities are being put in place to celebrate our graduates. Finally, I want to thank outgoing Faculty Senate Vice President Lindsay Jamieson for her exceptional work and welcome newly elected Vice President Geoff Bowers.

Respectfully submitted,

Libby Nutt Williams, Ph.D.
Faculty Senate President

BOARD OF TRUSTEES
ACADEMIC AFFAIRS

PROVOST REPORT

LEAD CORE CURRICULUM IMPLEMENTATION

Implementation of the LEAD Core Curriculum is moving forward. A steering committee, *LEAD Implementation Team (LIT)*, is overseeing the implementation.

PROFESSIONAL PATHWAY PROGRAM

Fall 2020 marks the first time all first-year students are required to participate in the credit-bearing Professional Pathway Program. This section provides additional details on the design of the Pathway and what students experience within it.



Figure 1: The Career Development Cycle

Figure 1 illustrates the traditional career development cycle involving progression through six stages of development. The cycle is the industry standard in career development and serves as the basis for the Professional Pathway Program at St. Mary's College of Maryland.

CORE-P 101 focuses primarily on the stages 1-2 of the career development cycle. This occurs through reflection and informational interviews with more advanced students and alumni. These assignments begin to lean into stages 3-4 as students develop their professional communication skills and begin to apply that developing skill set in networking conversations and on their resume.

CORE-P 102 continues the self-assessment and exploration stages. However, the primary focus shifts to stages 3-4 as students practice interview skills as part of their preparation for stage 5. A key focus for CORE-P 102 is supporting students as they develop well informed, meaningful summer plans. When

students are intentional about summer plans, they will often participate in volunteer programs, secure a summer job, enroll in a summer class or even participate in an entry level internship.

CORE-P 201 is a unique hybrid, work-based learning course that places students in an externship. The placement guarantees students the ability to engage in stage 5 of the career development cycle. The externship is accompanied by a series of reflections which restart the cycle. The externship simultaneously acts as an internship recruitment pipeline for participating employers and removes many of the traditional barriers that prevent students from participating in internships.

Of particular note is CORE-P 201's use of the "externship" model of student employment. The externship model is designed to remove barriers to internship participation by facilitating student-employer engagement which is centered on professional development of the student. Unlike internship placement where the employer selects an intern based on interviews, with an externship, the Career Development Center matches externs with employers based on placement eligibility criteria. By removing the employer selection dynamic from placement, all students in CORE-P 201 have the opportunity to be placed with an employer for the sole purpose of the student's own professional development and growth.

Overall, the CORE-P courses have received widespread support from the students. For Fall 2020, the inaugural entering class with CORE-P requirements, CORE-P 101 outperformed the vast majority of other 100-level courses in positive responses to two student survey questions: 1) Rate the overall quality of this course; and 2) Do you feel course objectives were accomplished? Figure 2 summarizes the results of these two questions across all 100-level courses offered in Fall 2020. The red line indicates the performance of the CORE-P course.

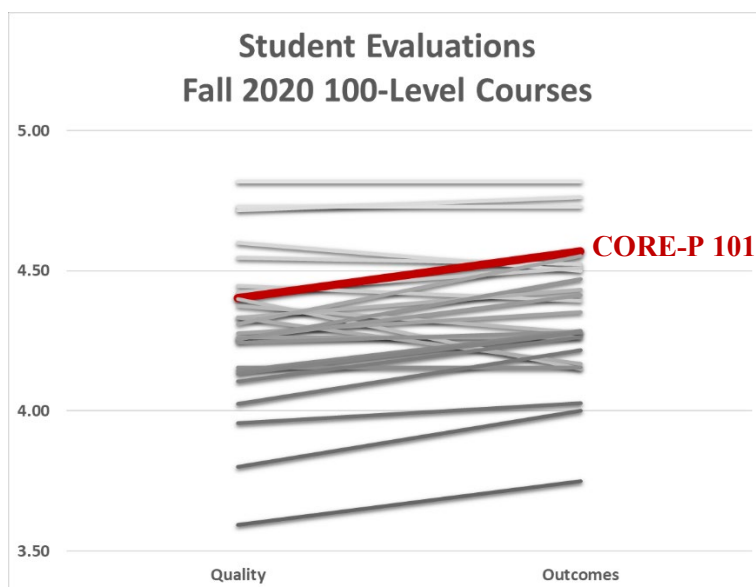


Figure 2: Average Student Evaluations of CORE-P 101 Versus All Other 100-Level Courses by Prefix (5-Point Scale: 1 lowest to 5 highest)

Clearly students are finding the course to be of high quality and firmly aligned with its student learning outcomes. We anticipate similar results for CORE-P 102 and CORE-P 201.

UPDATE ON NEW PROGRAMMING

As the Board is aware, Task Force 2 (TF2) recommended the addition of six new programs to the College; four of the programs are academic majors (Applied Data Science, Business Administration, Marine Science, and Neuroscience) and two are co-curricular programs (Track and Pep Band).

NEW ACADEMIC PROGRAMS

Figure 3 provides the current status of the academic majors. The yellow highlighted cells indicate the accomplishments since the February Board meeting. As you can see, the Neuroscience and Marine Science proposals have been submitted to the Maryland Higher Education Commission (MHEC). We anticipate approval by late April 2021. Both programs are being advertised to perspective students as “pending MHEC approval.”

1	Faculty Development Phase	Program	Developed by Faculty	Recommended by CRC	Submitted to Faculty Senate	Recommended by Faculty
		Applied Data Science	X	X	X	Fall 2021
		Business Administration	X	X	X	Fall 2021
		Marine Science	X	X	X	X
		Neuroscience	X	X	X	X
2	Administrative Review Phase	Program	Recommended by Provost	Recommended by President	Presented to Board	Approved by Board
		Applied Data Science	Fall 2021	Fall 2021	October, 2021	October, 2021?
		Business Administration	Fall 2021	Fall 2021	October, 2021	October, 2021?
		Marine Science	X	X	X	X
		Neuroscience	X	X	X	X
3	Maryland Approval Phase	Program	MHEC Proposal Developed	Submitted to MHEC	Approved by MHEC	Anticipated Start
		Applied Data Science	Fall 2021	Fall 2021	Fall 2021	Fall 2022
		Business Administration	Summer 2021	Summer 2021	Fall 2021	Fall 2022
		Marine Science	X	X	Spring 2021	Fall 2021
		Neuroscience	X	X	Spring 2021	Fall 2021

Added to Course Catalog as Pending Approval

Figure 3: New Academic Program Status

Progress on the Applied Data Science major and the Business Administration major has been slower than planned. The issues and challenges of each are discussed below.

Applied Data Science

The curriculum for Applied Data Science was approved by the Curriculum Review Committee (CRC) and forwarded to the Faculty Senate for approval. The Faculty Senate had concerns over the design of the curriculum, particularly the modest required set of core courses and the broad array of “application areas.” The Provost’s Office had already been in preliminary discussions with a national data science expert (Jamie Benoit ’93, President of FedData) concerning the technology infrastructure necessary to support the program. The Faculty Senate asked that the provost also discuss the curricular design with Mr. Benoit. The curriculum proposal has been shared with Mr. Benoit and we are awaiting his review.

The technology infrastructure necessary to support a robust Applied Data Science program is also a complicating factor. The program will require a dedicated 100 Gigabit fiber optic network connection, a disk farm for data storage and retrieval, and high-performance computer stations for analysis of the data. 100 Gigabit fiber optic service is not available in the area and would need to be built from scratch. The estimated cost is up to \$5M. The physical space for the disk farm capable of storing and accessing huge data sets will require investment in dedicated power, HVAC systems, raised floors, dropped ceilings, fire suppression systems, and a secondary generator. The estimated cost is up to \$1.5M. The disk farm itself, with its array of routers, switches, firewalls, servers, and heightened security will be expensive and beyond the expertise currently available at the College. The equipment cost is estimated at over \$1M.

A scaled back version of the program will be necessary. The specifics will depend on the final design of the curriculum. Further conversations with Mr. Benoit are planned after which the Applied Data Science steering committee will be tasked with proposing a compromise program that meets industry needs but that is feasible within the financial constraints of the College.

Business Administration

The Business Administration program has also experienced delays but of a different nature than the Applied Data Science program. Recall that the Provost's Office hired two faculty members from the Economics Department to devise a Business Administration curriculum appropriate to a liberal arts college. The proposed curriculum was comprised of almost exclusively ECON and BADM courses. The CRC requested that the curriculum be broadened in its connection to the liberal arts. The authors responded with electives that could be included in the program. The CRC approved the revised curriculum and forwarded the program to the Faculty Senate. The Faculty Senate continued to have concerns that the proposed curriculum did not adequately connect to the broader liberal arts curriculum of the College and asked the authors to again revise the curriculum. Working with the Provost's Office, the authors solicited possible connections from the chairs of the academic departments. Based on the responses, the authors revised the curriculum again. The revised curriculum will be considered at the next meeting of the Faculty Senate on May 6th just prior to the Board of Trustee's May meeting. The Provost will provide a verbal update to the Academic Affairs Committee on May 7th.

NEW CO-CURRICULAR PROGRAMS

As noted at the February meeting of the Academic Affairs Committee, progress on the Pep Band has been interrupted by COVID-19 and will likely not continue until the summer or fall of 2021.

Progress on the new Track program has been considerable. As mentioned at the February meeting, the College has hired the inaugural Director of Cross-Country and Track & Field, Reava Potter. As Director Potter prepares the team for its inaugural season, she continues to recruit highly qualified student-athletes from all over the country. As of this writing, seven student-athletes from Maryland have submitted their deposits. An additional eight student-athletes are still actively being recruited and are close to committing to the College. These recruits are from Florida, Alabama, New York, Pennsylvania, and Maryland. The deposited students and the additional eight recruits are composed of eight students of color, six female students, and nine male students. Yet another fifteen recruits are planning to visit the campus in the coming weeks.

UPDATE ON THE IMPLEMENTATION OF THE PIVOT RECOMMENDATIONS

The implementation of the Pivot recommendations has moved forward largely as planned with a couple of exceptions. The Board approved the program eliminations at its February meeting. Severance agreements with the departing faculty members continue to be refined and will not be discussed in detail here. The curricular and infrastructure portions of the Pivot recommendations are discussed in turn below.

ACADEMIC PROGRAM ADMINISTRATIVE STRUCTURE REVISION

The Pivot recommendations included replacing the current department chair structure with a division chair structure to reduce overhead and return 16 sections back to the classroom. The specific recommendation called for the formation of three divisions, each with a Division Chair and an Associate Chair for administrative oversight. The Division Chair would teach one course per academic year (five course releases) and the Associate Chair would teach one course per semester (4 course releases).

The Faculty Senate voiced concern over the lack of faculty voice in the restructuring proposal. Provost Wick agreed to consider input from the faculty. The Faculty Senate conducted a survey to gather feedback from the faculty. The survey garnered responses from 31 faculty members (out of 539 survey recipients) and was summarized as presenting a set of four possible restructuring models in ranked order as described below.

1. Three divisions each with a Division Head who would teach half-time during the academic year (3 course releases). Within each division, Program Chairs would have administrative oversight of clusters of academic programs. Four course releases would be shared annually across all Program Chairs within each division.
2. Expansion of the Building Facility Coordinator (BFC) position to provide administrative oversight for the programs housed in each building. Currently one faculty member is identified per academic building to serve as BFC and is compensated at \$500 per academic year.
3. Form affinity pairs of academic programs with administrative oversight provided by a faculty member teaching four courses per year (two course releases per pair of programs).
4. The Provost's recommendation of three divisions with Division Chairs and Associate Chairs.

The Faculty Senate also recommended that additional explanation for the urgency of the restructuring be expressed to the faculty as a whole.

Provost Wick is currently reviewing the survey responses and plans to move forward with a restructuring during the coming academic year.

HUMANITIES-BASED CORE 101 REVISION

The Pivot recommendations included the elimination of several majors and minors offered at the College. The Humanities were overrepresented in the list of eliminations. As such, the recommendations also included a new curricular role for the Humanities, namely a revision of the CORE 101 curriculum to focus on a humanities-based experience. CORE 101 is a required first-year seminar, writing-intensive course that all incoming students must take and, as such, offers a meaningful curricular presence for the humanities in the education of our students.

The Provost's Office has charged the Faculty Senate with establishing a Workgroup for a Humanities-based First-Year Seminar (Workgroup). The Workgroup will submit a report to the Office of the Provost by December 1, 2021. The specific charge for the Workgroup includes the following:

- Develop a shared purpose for teaching humanities content in Core Seminars-- one that emphasizes the relevance of the humanities
- Draft learning outcomes for the humanities content of this course
- Work closely with the College Writing and Speaking Center to ensure writing instruction is a central and uniform foundation of CORE 101
- Draft guidelines and policies for allowing designated Core Seminar sections to count toward a major or minor
- Identify opportunities to share texts or other content across thematically linked sections
- Outline training needs for faculty teaching humanities-focused Core Seminars
- Create a first-year pedagogy tool kit that allows instructors to develop teaching strategies that best meet the needs of a diverse range of first year and transfer students
- Discuss strategies for promoting the new Core Seminar model with marketing/web Services

Pending faculty approval, the new curriculum will be piloted during the 2022-2023 academic year and become a permanent curricular element thereafter.

ACADEMIC PROGRAM ARRAY REVISION

The Board of Trustees, based on the Pivot recommendations, discontinued eleven majors and ten minors effective with the incoming class of 2021. All existing students declared in these programs have been assigned a transition advisor and will be able to complete their program requirements by the end of the 2022-2023 academic year. Because the sole German professor is departing the College at the completion of this academic year, students wishing to complete either a German major or minor have been allowed to register for online or in-person classes offered by other institutions of higher education that align with the requirements and expectations of the St. Mary's College German programs. The College is paying the per-credit tuition for students to take these courses at other institutions and transferring the credits back to the College.

The elimination of programs and the concomitant reduction in faculty has impacted seat availability for incoming students. This is expected during the interim while existing students are offered the upper-division courses required to complete their program requirements despite reductions in faculty. Figure 4 provides a projection of seat demand for incoming students versus seats available based on the submitted Fall 2021 class schedule.

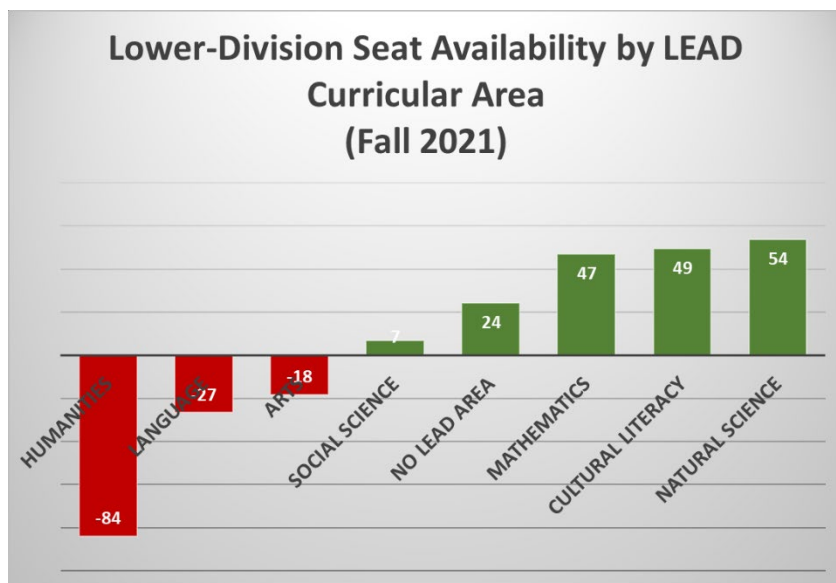


Figure 4: Seat Availability for Incoming Students in Fall 2021.

The College has invested additional adjunct lines to meet the seat availability challenges in the Humanities, Languages, and Arts. In addition, changes in section sizes and instructor assignments are under consideration in two disciplines with particularly high unmet seat demand: Philosophy and History.

A NEW PERFORMING ARTS MAJOR

The Pivot recommendations also included the elimination of the Music and Theater individual majors and the development of a new Performing Arts major. The Provost's Office charged the faculty of Music and the faculty of Theater to work together to propose the new major. Faculty from both departments have been cooperative but major differences in the vision of the new program still exist. The Provost's Office has provided the group with example curricula from other institutions in hopes of stimulating new creativity in thinking. Work on the design of the new major will continue over the summer.

STUDENT SUCCESS DURING COVID-19

As the 2020-2021 academic year ends, it is important to reflect on and react to any discernable negative impact on student learning. To ascertain this impact, the Office of Institutional Research conducted a comparison on standard student success markers for the Fall 2019 and Fall 2020 semesters (Spring comparisons are not yet available).

One measure of student success is the ratio of credits completed to credits attempted. Figure 5 shows the ratio of completed credits to credits attempted by class standing for both Fall 2019 and Fall 2020.

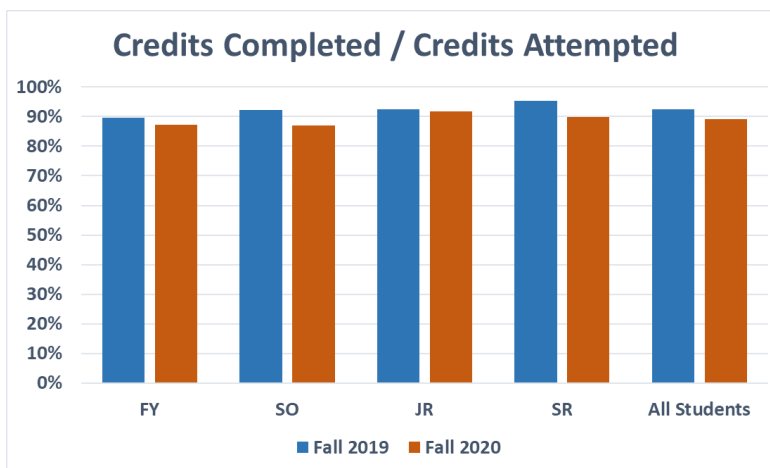


Figure 5: Ratio of Credits Completed over Credits Attempted by Class Standing

Overall, students completed 89% of the credits attempted during Fall 2020 versus 92% during Fall 2019. Seniors and Sophomores showed the greatest decline of approximately 5% each. As one would expect, Figure 6 shows that Seniors and Sophomores also earned fewer credits in Fall 2020 than Fall 2019, indicating that student progression toward graduation for these students was negatively impacted during the pandemic. Student progression for Frosh and Junior students was largely not impacted.

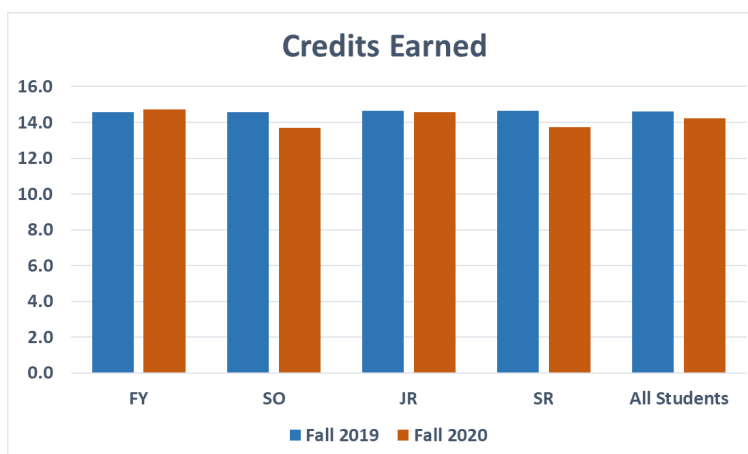


Figure 6: Credits Earned by Class Standing

Fortunately, the Winterim session offered following the Fall 2020 semester provided an opportunity for all students, but particularly Sophomores and Seniors, to catch up on credit progression. Figure 7 shows that with the addition of Winterim credits, students earned more credits in Fall 2020 (with Winterim) than in Fall 2019. For Sophomores and Seniors, this almost completely erased the impact of fewer credits earned in Fall 2020 alone.

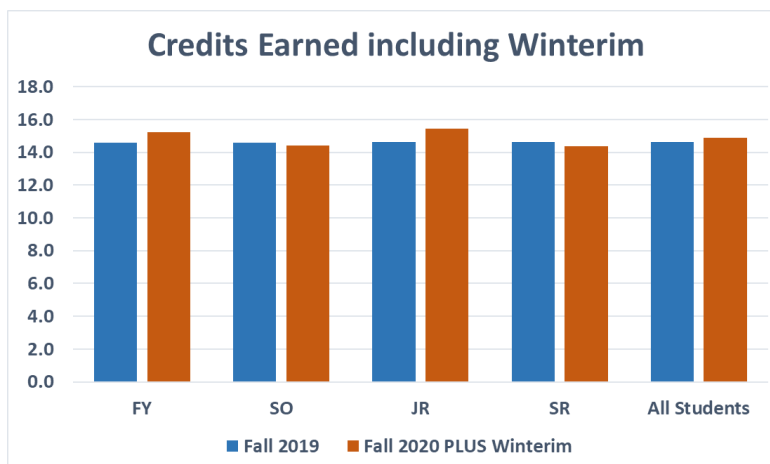


Figure 7: Credits Earned by Class Standing Including Winterim

201 Therefore, careful analysis of the student registration data demonstrates that while students completed
 202 fewer credits during the Fall 2020 term, the addition of the Winterim term was an effective intervention to
 203 prevent lasting credit progression concerns.

204 However, was student performance within the courses they completed negatively impacted by the
 205 pandemic? Figure 8 provides a partial answer by looking at the average GPA for courses completed
 206 during Fall 2019 versus Fall 2020.

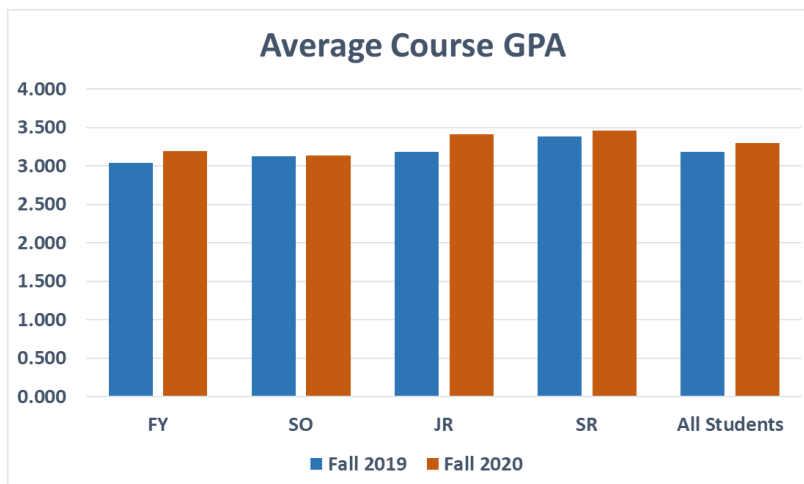


Figure 8: Average Term Grade Point Average by Class Standing

207 While students completed fewer credits during Fall 2020 compared to Fall 2019, course performance
 208 increased overall. While there are many possible factors, it is reasonable to interpret this data as
 209 suggesting that under the pandemic conditions, students enrolled in fewer courses but did better in the
 210 courses they completed.

211 One final comparison sheds additional light on the possible impact of the pandemic on student learning.
 212 At St. Mary's College, all Frosh students are required to take CORE 101, the first-year seminar with an

213 emphasis on writing instruction. Figure 9 illustrates the difference in the percentage of students passing
214 CORE 101 in Fall 2019 versus Fall 2020, essentially showing no difference between the two terms.

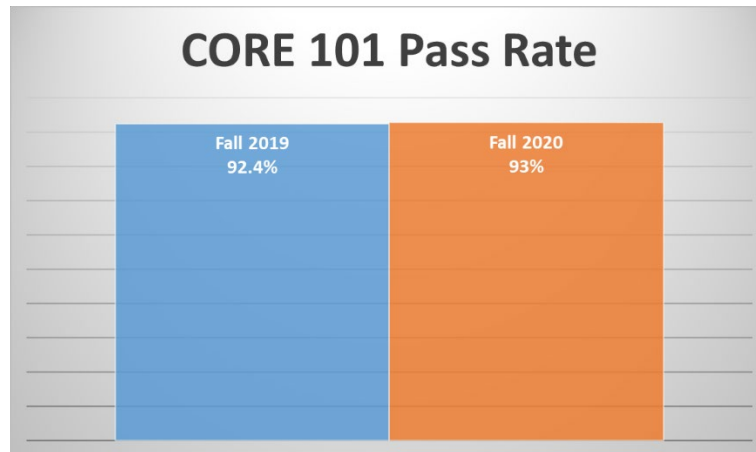


Figure 9: CORE 101 Pass Rate

215 The bottom line, therefore, is that the pandemic has negatively impacted student progression but that the
216 actions of the College, specifically adding the Winterim term, has largely offset that negative impact.

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**ACTION ITEM III.A.
RECOMMENDATION TO APPROVE
2021 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
INFORMATION ITEM**

REVISION TO THE ACADEMIC JUDICIAL PROCEDURES

BACKGROUND

The College's Academic Misconduct procedures are included in the student handbook *To The Point*. Instances of academic misconduct are handled by the Associate Dean of Faculty. Over the last several years, the number of alleged incidents submitted to the Associate Dean of Faculty has increased significantly, primarily as a result of a couple cases of mass misconduct within a handful of courses. The increased workload has motivated some procedural changes designed to clarify the process, expand the capacity of the office to handle the increased load, and to provide appropriate oversight authority to the Associate Dean of Faculty.

EXECUTIVE SUMMARY OF CHANGES

The full text of the revised procedure, including changes tracked from the current procedure, is included with this document. A clean version of the resulting procedures is also attached for clarity. Here we provide a broad overview of the changes and their rationales.

CLARIFY PROCESS TO STUDENTS

The existing language did not clearly articulate the responsibilities of each participant in the process. Ambiguous passive voice was replaced with active voice and a visual flowchart was added for students whose learning style is more visual. Salient features of the new procedures include:

- clarification of each party's responsibility within the process; and
- codification of transparency requirements to ensure all parties are aware of all written material used in the case;
- allowance for ADA accommodations within the judicial process;
- restriction of the hearing body from considering past suspected misconduct;
- articulation of operating procedures in cases allegedly involving multiple students;
- clarification of the role of witnesses and invited guests in the judicial process.

CLARIFY RECORD KEEPING AND USE

A new section was added to the procedures, Section 2, clarifying the expectations for record keeping and use of those records moving forward. Salient features of the new procedures include:

- articulation of the purpose for record keeping in the office;
- alignment of the record keeping with Maryland record keeping laws; and
- articulation of Associate Dean's authority to share case information as necessary with parties involved in facilitation of final sanctions (e.g., the Registrar's Office).

STRENGTHEN ROLE OF ASSOCIATE DEAN OF FACULTY IN FINDINGS OF RESPONSIBILITY AND/OR SANCTIONS

The existing procedures have the unintended consequence of blocking action by the Associate Dean in unusual cases such as cases communicated directly to the Associate Dean by observers or actions taken by parties involved that fall outside the approved process. Salient features of the new procedures include:

- expansion of the Associate Dean's authority to initiate the process based on credible evidence;
- expansion of the Associate Dean's authority to overrule findings and sanctions for only the most compelling reasons;

INCREASE CAPACITY OF HEARING COMMITTEE

The existing procedure membership requirements for the Hearing Committee to be drawn from a specific pool of faculty candidates. The revised procedure removes this restriction and allows the Associate Dean to establish a Hearing Committee using any members of the faculty that satisfy the participation requirements (e.g., no two members from the same department).

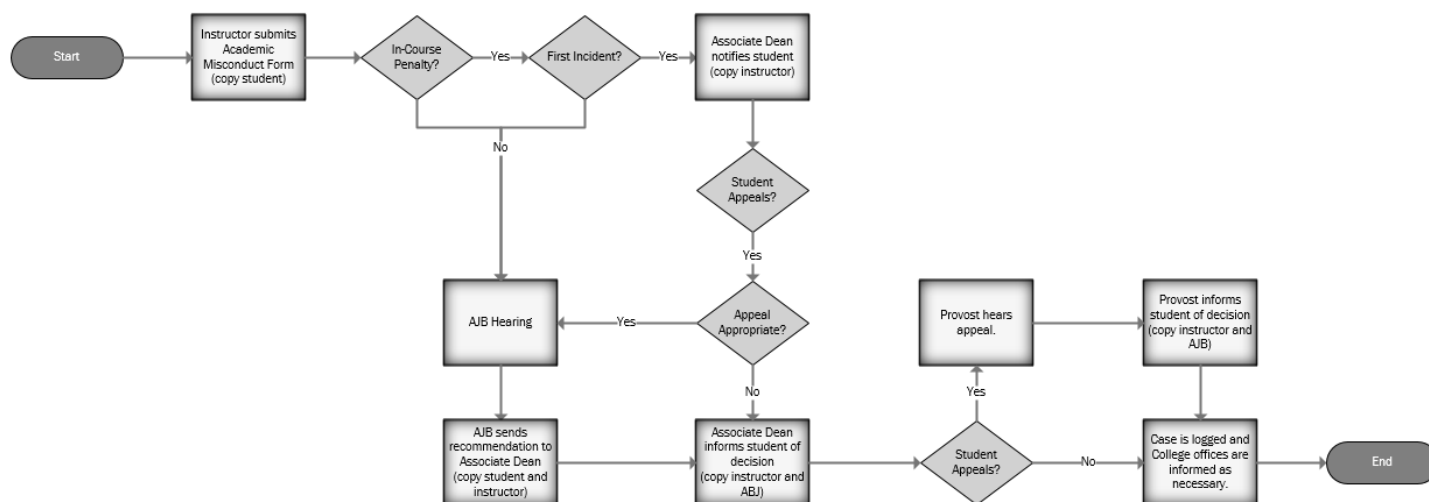
50 **FULL REVISION TEXT INCLUDING TRACK CHANGES**

51 **JUDICIAL PROCEDURES FOR ACADEMIC MISCONDUCT**

52 **Article III – Procedures For Academic Misconduct**

53 St . Mary's College of Maryland is committed to the ideals of honesty, personal integrity,
54 and mutual trust. Academic integrity is a responsibility of all students, members of the
55 faculty, and administrative officers. All students are expected to uphold the highest
56 ideals of academic integrity throughout their career at St . Mary's. The following policy
57 has been adopted for fair judgment in cases of suspected academic misconduct.
58 Students who commit acts of academic misconduct (see "Definitions of Academic
59 Misconduct" below) are subject to in-class penalties imposed by the instructor and to a
60 hearing before the Academic Judicial Board with possibilities of additional penalties.
61 See the "Code of Student Rights and Responsibilities" included in this student
62 handbook.

Flowchart: What happens when a student is written up for academic misconduct?



Section 1: Definitions of Academic Misconduct

Academic misconduct may include, but is not limited to, the following acts:

1. Cheating

Cheating involves dishonest conduct on work submitted for assessment. Specific instances of cheating include, but are not limited to, the following:

- Assisting another student or receiving assistance from anyone to complete quizzes, tests, examinations, or other assignments without the consent of the instructor.
- Using aids unauthorized by the instructor to complete quizzes, tests, examinations, or other assignments.

2. Plagiarism

Plagiarism is the act of appropriating and using the words, ideas, symbols, images, or other works of original expression of others as one's own without giving credit to the person who created the work. If students have any questions regarding the definition of

plagiarism, they should consult their instructor for general principles regarding the use of others' work. Among sources commonly used for documenting use of others' work are the style manuals published by the American Psychological Association, the Council of Biology Editors, the Modern Language Association, and Turabian's Manual for Writers of Term Papers. The final authority concerning methods of documentation is the course instructor. Specific instances of plagiarism include, but are not limited to, the following:

- Word-for-word copying of sentences or paragraphs from one or more sources that are the work or data of other persons (e.g., professional or peers; including books, articles, theses, unpublished works, working papers, seminar and conference papers, lecture notes or tapes, graphs, images, charts, data, electronically based materials, etc.), without clearly identifying their origin by appropriate referencing.
- Closely paraphrasing ideas or information (in whatever form) without appropriate acknowledgement by reference to the original work or works.
- Presenting material obtained from the Internet as if it were the student's own work.
- Minor alterations, such as adding, subtracting, or rearranging words, or paraphrasing sections of a source without appropriate acknowledgement of the original work or works.

3. Falsification

Falsification involves misrepresentation in an academic exercise. Misrepresentation includes, but is not limited to:

- Falsely attributing data or judgments to scholarly sources.
- Falsely reporting the results of calculations or the output of computer programs, or materials from other electronic sources.
- Presenting copied, falsified, or improperly obtained data as if it were the result of laboratory work, field trips, or other investigatory work.

4. Resubmission of work

No student may turn in work for evaluation in more than one course without the permission of the instructors of both courses. No student may turn in previously-graded work as all or part of a separate assignment without the explicit permission of the

instructors who assigned both works. This does not apply to graded components of a larger project or drafts of a final paper.

Section 2: Procedures

1. Confidentiality requirements

1.11. If an instructor seeks advice from colleagues or the school administration concerning a suspected case of academic misconduct, he or she should not divulge the name of the student or students involved before taking any action.

1.12. If the instructor imposes an in-course penalty (section 4 below), he or she may not divulge the name of the student or students involved except to the Office of the Associate Dean of Faculty.

1.13. If the instructor or the Associate Dean of Faculty requests a hearing from the Academic Judicial Board (AJB), the Associate Dean of Faculty shall inform the Hearing Officer of the AJB about the case, provide the Hearing Officer with a statement of purpose of the hearing, and provide the Hearing Officer with the materials in the files.

1.14. All hearings of the AJB (as described below) are confidential. The AJB shall submit its rulings and recommendations only to the student or students accused of misconduct, the instructor involved in the case, the Associate Dean of Faculty, and other relevant SMCM personnel.

2. Procedures regarding record-keeping

2.11. All records of academic misconduct are kept by the Office of the Associate Dean of Faculty. This information will be kept on file for purposes of identifying recidivism and may influence sanctions in subsequent incidents of academic misconduct. Records will also serve as reference for any future claims of ignorance of the College's academic integrity requirements.

2.12. Hard copy and/or electronic files containing documents related to academic misconduct are retained for seven years before they are destroyed. The College incident report log recording the name of student and instructor, date of incident, and in-course penalty or AJB hearing is maintained indefinitely (should the student be found not responsible on appeal or by way of the AJB decision, or if the instructor should retract the incident report, the student's name and record will be expunged from the incident log).

2.13. All such records are confidential and may not be discussed with the faculty or other staff members of the College. The sole exception concerns relevant information regarding penalties for academic misconduct, and may be forwarded by the Associate Dean of Faculty as appropriate to any parties involved in the facilitation of these sanctions. These parties include but are not limited to the AJB Hearing Officer, the Registrar, the Dean of Students, and the Provost.

3. **Transparency and expediency standards**

3.11. The instructor shall send the student an [Academic Misconduct form](#) and /or a letter outlining the evidence of the student's academic misconduct and informing him or her of the penalty within 30 days of discovery of the misconduct. The written documentation shall be sent to the student using the student's official College email address. The instructor shall send a copy of the documentation to the Office of the Associate Dean of Faculty. All documentation submitted to the student, the Associate Dean, and later to the AJB (should a hearing be necessary) must be identical. Should additional evidence or documentation be submitted later by any party, it must be made available to the student, Associate Dean, and any subsequent adjudicating body.

3.12. For cases of misconduct referred to the AJB for a hearing, the Hearing Officer will submit the AJB Recommendation Letter to the student, instructor, and Associate Dean no later than 15 business days after the hearing. The AJB Recommendation Letter will summarize the incident report and all documents in evidence, testimony from all parties, and the subsequent deliberations. The AJB Recommendation Letter will include a vote on whether the student is found responsible or not responsible for academic misconduct, and where appropriate, the Letter will make recommendations on suitable sanctions for the Associate Dean of Faculty's consideration. While the Letter must list all AJB members present for the hearing, it will not attribute names to any of the descriptions of deliberations or the votes cast.

3.13. Upon receipt of the AJB's Recommendation Letter, the Associate Dean will have 10 business days to complete a review of all materials and send the Hearing Decision Letter to the student, instructor, and Hearing Officer.

3.13.1. **If the sanction requires communication with external offices (eg, Registrar, Office of Student Support Services), the Associate Dean will send a second letter to that office and the student under separate cover to maintain confidentiality wherever possible.**

4. In-course penalties

- 4.11. If an instructor has compelling evidence of a student's academic misconduct, he or she may impose an academic penalty, including assigning a final grade of "F" to the student for an assignment or for the course.

5. Requests for a hearing by the Academic Judicial Board

- 5.11. If the instructor believes that the matter warrants a review before the AJB, he or she may ask the Associate Dean of Faculty to request the Academic Judicial Board to schedule a hearing on the matter. The instructor shall send copies of the request to the student and the Associate Dean of Faculty.

- 5.12. If, after review of the documentation and any prior records in the student's file, the Associate Dean of Faculty may request the Academic Judicial Board to schedule a hearing. The Associate Dean of Faculty shall send copies of the request to the student and the instructor.

- 5.13. Appeal by the student: The student may appeal an instructor's process for decision of responsibility or in-class penalty to the Associate Dean of Faculty, who shall first evaluate the standing and claim of the proposed appeal. If a hearing is appropriate, the Associate Dean will request an appeal before the AJB. The student has 10 business days from the date the penalty letter was sent to make the appeal.

- 5.14. If made aware of behavior that constitutes academic misconduct not otherwise documented by an instructor, the Associate Dean of Faculty may submit an Academic Misconduct Form as described under 3.11 and request a hearing by the AJB.

6. Hearing Procedures

- 6.11. The AJB will inform the student of the hearing date within 14 business days from the time the Hearing Officer receives the request. The hearing shall take place as soon as the hearing participants' schedules will allow. If the request is received during a school holiday, the hearing will take place after classes resume. If the student is graduating, and the matter arises during the student's final semester, the student may not graduate until the hearing procedures have been completed.

- 6.12. The student may not withdraw from the class or from the College before a decision is reached and the imposition of any penalties by the Office of the

Associate Dean of Faculty.

6.13. Students who have a disability that necessitates assistance during a hearing may be entitled to reasonable accommodations.

6.13.1. In conversation between the Hearing Officer and the Office of Accessibility, the implementation of a reasonable accommodation will be arranged in advance of the hearing. While AJB members will be made aware of any procedural changes necessary to facilitate the accommodation, all usual standards of confidentiality will be upheld to ensure the student's privacy.

6.13.2. The implementation of a reasonable accommodation is not considered a "deviation from procedure," as broadly defined under Section 6.

6.14. While there is no expectation to do so, the student may submit additional materials to the Hearing Officer in support of their defense. In order for additional materials to be eligible for inclusion in the documents in evidence, the student must provide an accompanying letter that explains why their material counters any claims brought forth by the incident report. Any supplemental materials must be forwarded no later than 5 business days before the scheduled hearing. Such materials may include, but are not limited to, a prepared statement, evidence documenting original work, or communications among classmates or others that attest to the innocence of the student. To receive full consideration by the AJB, the burden rests on the student to effectively and succinctly connect any submitted materials to the alleged academic misconduct. The AJB will not sort through volumes of information looking for a possible link.

6.15. The student may request that an employee or student member of the College community be present as a support person to offer advice to and consult with the student concerning procedural matters during the hearing. This individual shall not testify at the hearing. Both parties have the right to be assisted by an attorney. They may do so only if they notify the Hearing Officer of the AJB 5 business days in advance of the hearing. The attorney may not participate in the hearing and may not address the board or Hearing Officer. Attorneys are present as a support and have no speaking role in the hearing process.

6.16. The AJB shall meet privately before the hearing to discuss the proceedings. The hearing shall be adjudicated by the members of the AJB. At least five members

of the AJB must be present at any hearing, unless it is impossible to find a quorum of the regularly appointed members of the AJB within the set time. In this case, the Hearing Officer, in consultation with the student conduct officer, may appoint substitutes. The Hearing Officer of the AJB or his or her designee shall preside.

6.17. The Hearing Officer shall keep a record of the hearing. The Hearing Officer shall forward all records of the hearing to the Office of the Associate Dean of Faculty for final storage; upon transfer of those records to the Associate Dean, the Hearing Officer will delete all records and notes of the hearing. All records are held in the Office of the Associate Dean of Faculty.

6.18. **Hearing Policies regarding due process:**

6.18.1. In any hearing, the student shall be presumed not responsible unless a preponderance of the evidence establishes his or her responsibility.

6.18.2. **There may be no discussion by the AJB or the complainant of any past known or suspected misconduct on the part of the student; the focus of both the hearing and the deliberations must remain on the evidence pertaining to the incident at hand.**

6.18.3. All hearings are private. The only people present at the hearings shall be those determined by the AJB to be material to the proceedings or as outlined herein.

6.18.4. **In cases where two students are accused of a linked act of academic misconduct, the students have the right to sever their cases (treat them separately). Where multiple students are accused of a linked act of misconduct, any of the students may petition the AJB to sever their cases. It is up to the Hearing Officer to decide on the suitability of severing multiple cases**

6.18.4.1. **The AJB will attempt to balance the competing needs of due process (expediency and a well-prepared board) when scheduling individual cases in a linked act of misconduct. The 14-day deadline for scheduling a hearing will not apply in cases of linked acts of misconduct.**

6.18.5. Students may not be compelled to testify against themselves.

6.18.6. An accused student who fails to attend a hearing may be found responsible for violation of Academic Misconduct rules and may be assessed appropriate penalties, based on the evidence presented. Should this occur, the respondent student shall be informed in writing of the outcome of the AJB hearing.

6.19. The hearing shall consist of four phases:

6.19.1. Presentation of Evidence: The instructor shall present the evidence of academic misconduct to the board. The AJB shall also hear witnesses which it or the instructor may call.

6.19.2. Presentation of Defense: The student shall present his or her defense. The student may call witnesses **who may offer testimony to clarify the facts of the incident.** The names of such witnesses shall be sent to the Hearing Officer of the AJB five business days prior to the hearing. The AJB may limit the number of witnesses called during the first two phases of the hearing. **No character witnesses are permitted as part of the presentation of defense.** The AJB may question the instructor, the student, and any other parties giving evidence. AJB proceedings are not a court of law and should not be held to the same standard of procedure and evidence.

6.19.3. **Responses and Rebuttal:** At the conclusion of the presentation of all testimony, **both the complainant and the respondent will have an opportunity to address any discrepancies in testimony. These will be solicited in turn by the Hearing Officer; parties giving testimony should not address each other directly.**

6.19.4. **Board Findings:** Based on the evidence presented in the submitted documentation and facts clarified through testimony in the hearing, the board shall then rule on whether the student is responsible or not responsible for academic misconduct. **In the case of a student's appeal of an instructor's in-course penalty, the Board may alternatively be asked to find whether the requested sanction is deemed appropriate.** All deliberations by the AJB shall be made in private, with only members of the AJB present, and their counsel, if any. All decisions of the AJB are made by a majority vote of those voting, with all members, including the

Hearing Officer, eligible to vote.

7. Determination of Responsibility and AJB **Recommendation** Letter

7.11. If a student is found not responsible for academic misconduct, the AJB may recommend that the instructor remove any penalty that has been imposed. Because there may still be a dispute over the student's grade or class standing, the AJB shall recommend a course of action for the instructor to take concerning the student. The recommendation shall be made in consultation with both the student and the instructor. The Associate Dean of Faculty shall arbitrate any disputes which cannot be resolved in this manner. The Associate Dean of Faculty may also consult with the AJB Hearing Officer privately to discuss the board's reasoning behind its recommendations.

7.12. If a student is found responsible of academic misconduct, mitigating circumstances may be taken into account when recommending a penalty. It is, however, the student's responsibility to know the policies and definitions regarding academic misconduct. If appropriate, the AJB shall then recommend an alternate academic penalty to the Associate Dean of Faculty.

7.13. If the case was referred to the AJB at the request of the instructor or the Associate Dean of Faculty, or if the student appeals their responsibility and is found responsible, the penalty may range from simply upholding any penalty given by the instructor to expulsion from the College. **The AJB may recommend modified sanctions from the proposed in-course penalty.**

7.14. The penalties that may be recommended by the AJB include, but are not limited to:

- **0 points** for the assignment
- Upholding any in-class penalty applied by the professor (e.g. F for the course)
- Non-repeatable F for the course
- Notation on the transcript that the F was due to academic misconduct
- Suspension for a semester or a year

- Ineligibility to participate in sports and/or study abroad
- Any combination of these penalties
- Expulsion

7.15. The Hearing Officer shall send the AJB **Recommendation** Letter to the Associate Dean, copying in the student and instructor, informing them of the finding and (if appropriate) any penalty recommendations. The official letter shall be sent to the student by email using the student's official College email address (read receipt enabled). The AJB Hearing Officer may convey any pertinent information to the board members in confidence.

8. **Decision Letter issued by the Associate Dean of Faculty**

8.11. **The Associate Dean of Faculty relies heavily on the AJB Recommendation Letter to describe the hearing's presentations of evidence and defense, subsequent deliberations, vote, and where appropriate, recommended sanctions. While this letter will inform the Decision Letter, the Associate Dean may accept or reject the AJB's findings of responsibility, and may accept, modify, or reject the AJB's recommended sanctions.**

8.12. If the student is found not responsible for academic misconduct in the Associate Dean's **Decision** Letter, **no penalty may be imposed and all records of the incident and subsequent hearing will be deleted.**

8.13. If a student is found not responsible in a charge of academic misconduct, he or she may not be tried again for the same instance of misconduct.

8.14. The Associate Dean of Faculty may meet with the student in advance of determining a penalty.

8.15. **The Associate Dean will review the student's record to consider any past incidents of misconduct before applying sanctions.**

8.16. If the Associate Dean of Faculty imposes a penalty for academic misconduct, the Associate Dean shall:

- Send notice to the student stating the penalty.
- Send a copy of the letter to the instructor and the Hearing Officer of the AJB.

- If appropriate, inform the Office of the Registrar and the dean of students that the student may not withdraw from the relevant course or from the College because of a penalty for academic misconduct.
- Send all relevant information concerning the penalty to all parties involved in the imposition of the penalty.

8.17. Per the Associate Dean's judgment, the penalty may be reduced, affirmed, or expanded from the recommendations of the instructor and AJB. At their most severe, penalties may include suspension or expulsion from the College.

8.18. A student may appeal any finding of responsibility or penalty imposed by the Associate Dean of Faculty to the Provost/Dean of Faculty. See Article III, Section 10 for appeal procedures.

9. Basis upon which an Appeal to the Provost May Be Considered

9.11. An appeal may be made for one or more of the following purposes:

9.11.1. To determine whether the original hearing was conducted in conformity with the prescribed procedures of this Code. Minor deviations from designated procedures will not form the basis for sustaining an appeal unless it is determined that such deviation resulted in significant prejudice. For any material deviations from designated procedures, the provost may opt to , remand the matter for reconsideration.

9.11.2. To present new evidence which could not reasonably be made available at the time of the original hearing. Such cases, at the discretion of the provost, may be remanded back to the appropriate evaluator (instructor, Associate Dean, AJB) for reconsideration in light of new evidence.

9.11.3. To determine whether the sanction imposed was appropriate to the violation with which the respondent student was charged.

10. Appeal Procedures

10.11. The respondent student may appeal any finding of responsibility or imposition of penalty up to but not including the Provost's decision.

10.12. All appeals must be made in written form specifying all reasons given for the appeal and given to the Office of the Provost and Dean of Faculty within ten (10) business days after receiving the Hearing Decision Letter.

The Office of the Provost and Dean of Faculty will notify the complainant(s) and Hearing Officer of a pending appeal in order to permit the complainant(s) to submit a statement of the impact of the appeal



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
MINUTES**

Date of Meeting: February 5, 2021

Status of Minutes: Approved February 22, 2021

Academic Affairs Committee Members Present: Committee Chair Peter Bruns, Board Chair Lex Birney, Paula Collins, President Tuajuanda Jordan, Larry Leak '76, William Seale

Staff Member: Michael Wick

Others Present: Carlos Alcazar, Nicolas Abrams '99, Betsy Barreto, John Bell '95, Alice Bonner '03, Allison Boyle, Anne Marie Brady, Donny Bryan '73, Kelsey Bush, Carolyn Curry, Mike Dougherty, Peg Duchesne '77, Susan Dyer, Judith Fillius '79, Elizabeth Graves '95, Gail Harmon, Esq., David Hautanen, Sven Holmes, Glen Ives, Lindsay Jamieson, Doug Mayer '04, Shana Meyer, Joan Pickett, Paul Pusecker, Jenny Sivak, Danielle Troyan '92, Harry Weitzel, Ray Wernecke, Libby Williams, John Wobensmith, Anna Yates, Derek Young

Executive Summary

Academic Affairs Committee Chair Peter Bruns called the meeting to order at 9:24 a.m.

Faculty Senate Report

Faculty Senate President Libby Williams provided a brief update to her written report. Faculty are teaching in person and virtually and are "Zoom" fatigued. Faculty continue to multi-task while working on their research and creative works. The high level of COVID-19 cases is an ongoing concern. The Senate approved the Marine Science Major and the Faculty will vote on a new major in Applied Data Science at its next meeting. The Business Major is still under review. Senate President Williams stated that faculty love St. Mary's College and want to safeguard it. They are discouraged by the PIVOT outcome and concerned about the process.

Dean of Faculty Report

Provost Wick discussed the success of the Pilot Winterim Term which was offered remotely to students during winter break. Many students were able to use the program to make up needed courses. The net revenue was \$80,203 and a total of 970 credit hours were earned by the 246 registered students. The Committee asked if there would be time in the schedule next year to offer this again. Provost Wick indicated that the College plans to continue to offer a Winterim session next year. There is ample time during the fall and spring semester for the required fourteen days of instruction.

Action Item:

III.A. Recommendation to Approve a Major in Marine Science

Committee Action Taken/Action in Progress:

The proposed action item was approved by the Academic Affairs Committee at its meeting on February 5, 2021.

Recommendation to the Board:

The Academic Affairs Committee recommended approval of this action item by the Board of Trustees at its meeting on February 6, 2021.

A motion was made and seconded to adjourn the open session and move into close session. The open session meeting adjourned at 9:35 a.m.