St. Mary's

COLLEGE of MARYLAND

The National Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

OPEN SESSION
REPORT SUMMARY

Date of Meeting: October 13, 2023   **Date of Next Meeting:** February 2, 2024
Committee Chair: Peter Bruns
Committee Members: Paula Collins, Board Chair Susan Dyer, Judy Fillius '79, Elizabeth Graves '95, President Tuajuanda Jordan, Kim Kelley, Melanie Rosalez '93, Danielle Troyan
Executive Staff: Katie Gantz
Faculty Liaison: Todd Eberly
Staff Liaison: John Spinicchia

Dashboard Metrics: N/A

Executive Summary:
Discussion Items
Faculty Senate Report
Dean of Faculty Report

Information Items
Program Snapshots and Annual Program Analysis Process 2023
Meeting Minutes of May 12, 2023; July 31, 2023

Action Items:
III. Endorsement of the 2023 Performance Accountability Report

St. Mary's

COLLEGE of MARYLAND

The National Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
OCTOBER 13, 2023

OPEN SESSION
AGENDA

I. **DISCUSSION ITEMS**
    A. Faculty Senate Report
    B. Dean of Faculty Report

II. **ACTION ITEM**
    A. Endorsement of the 2023 Performance Accountability Report

III. **INFORMATION ITEM**
    A. Program Snapshots and Annual Program Analysis Process 2023
    B. Meeting Minutes of May 12, 2023
    C. Meeting Minutes of July 31, 2023

The Committee does expect to close a portion of this meeting.

October 13, 2023

Report to the Academic Affairs Committee of the Board of Trustees Todd Eberly, Faculty Senate President

This is my first report to the Academic Affairs Committee and I am pleased to note that Fall 2023 saw the largest incoming class of first year students in a decade and we welcomed the most diverse incoming class in the history of the college. This is especially gratifying given the faculty's work with admissions which includes outreach to prospective students and active participation in Admissions events. That partnership is clearly working well and faculty are eager to maintain it. That being said, a recent survey shows that faculty concerns with the current state of shared governance remain clear. In the Fall of 2022, the Faculty Senate launched *The Faculty Pulse*, a survey used to get a better, more timely sense of the variety of faculty perspectives on important topics. In total, 88 faculty completed the September 2023 survey. There was a mix of tenured (senior) faculty, tenure-track (junior) faculty, visiting faculty, and adjunct faculty who provided feedback. I present data below on several issues raised in the short survey.

Shared Governance
The original September 2022 Pulse survey revealed very clear concerns among the faculty about the state of shared governance at St. Mary's College. The survey found that two-thirds of all faculty were dissatisfied or very dissatisfied with the current state of shared governance at SMCM. That share rose to three-quarters when limited to tenured or tenure track faculty. In addition, nearly one third of faculty were neutral in their opinion, while less than one in ten faculty were satisfied or very satisfied. The new September 2023 survey revealed some improvement in this area but revealed as well that much work remains. The survey found that 57% of all faculty are dissatisfied or very dissatisfied with the current state of shared governance. Among tenured and tenure track faculty exclusively that rises to 65% being dissatisfied or very dissatisfied. Only one in six of all faculty are satisfied with shared governance and that falls to one in ten among tenured and tenure track faculty. The rest are neutral. This seems unsustainable.

Concerns about shared governance were substantiated via a separate Pulse question that asked whether faculty would be interested in forming a Union should that become an option in Maryland. Community College faculty already enjoy this right and legislation was introduced in the 2023 legislative session of the Maryland General Assembly to extend that right to all public college and university faculty. Similar legislation will be introduced in 2024 and Governor Wes Moore made support for organized labor a key part of his campaign for governor. In the November 2022 Pulse survey 61% of the faculty were interested or very interested in Unionizing. Just over one-quarter were neutral and approximately one in ten expressed no interest. In the September 2023 Pulse survey 65% were interested in forming a Union, while one-quarter were neutral and approximately one in ten expressed no interest.

In examining the open-ended responses regarding shared governance and unionizing, it is clear

that faculty remain nearly as concerned about shared governance now as they did when the question was first asked last year. One faculty member commented that "Genuine and honest communication…from College Leadership reflecting true collaboration would be refreshing and may be critical to our persistence as a college." Several respondents noted that the only reason they were interested in forming a Union was that it seemed the only way to bring about a return to true shared governance. One such faculty respondent wrote, "I'm less interested in a union than in the faculty having a real voice, which we do not have and have not had for years… Perhaps a union is the only way to get that point across... things will only be less contentious when the President and Board partner with the faculty, instead of treating us as adversaries…" Another respondent shared "I believe that our only option at the moment is to pursue unionization in order to have a seat at the decision table—even though I believe that it's not as good of a solution as having mutual respect, open dialogue, and a system of true shared governance in place where faculty and the Administration make important decisions about the college together."

Shared Governance Review
I also want to update you on our planned shared governance review. Former Faculty Senate President Libby Williams has met with Vice President for Academic Affairs (VPAA) Katie Gantz and David Taylor (Executive Associate to the President) several times. Faculty have expressed significant concerns about shared governance for several years. After presenting data from a Faculty Pulse report, then Faculty Senate President Libby Williams asked for a united approach to addressing ways to "refocus our commitment to shared governance, rebuild trust, and focus on positive action" (Report to the Academic Affairs Committee of the Board, Oct. 5, 2022). At the open session of the Board's October 2022 meeting, Williams requested a joint approach among the faculty, administration, and Board of Trustees to bring experts to campus for a forum on shared governance.

After a productive conversation at the Board meeting, President Jordan supported the idea, further suggesting that the multiple experts include those from the Association of Governing Boards of Universities and Colleges (AGB) as well as from the American Association of University Professors (AAUP) or the American Council on Education (ACE).VPAA Katie Gantz later suggested to the Faculty Senate that we might use an approach similar to an external department review, a suggestion the Senate enthusiastically supported. Libby Williams then began working with VPAA Gantz and Executive Associate to the President & Board of Trustees Liaison David Taylor to identify potential experts on shared governance at the various organizations. The committee has identified a short list of potential reviewers and is in the process of assessing practical details (timeline, availability, and cost). The goal is to have two reviewers come to campus in late fall or early spring to meet with various constituents, review materials, and provide a report on ways we can improve our understanding of and approach to shared governance. This report will be a welcome addition to the materials that the Governance, Leadership, and Administration workgroup of the Middle States Reaffirmation of Accreditation team is putting together for SMCM's self study (due in May 2024).

Other Issues
The September 2023 Pulse survey asked faculty about their level of satisfaction with the Availability of Resources and the Faculty to Student Ratio in the Classroom. We found that 55% of faculty are satisfied or very satisfied with Resource Availability. Another 22% are dissatisfied or very dissatisfied, and 23% are neutral or have no opinion. With regard to Classroom Faculty to Student Ratio 70% of the faculty are satisfied or very satisfied and only 15% are dissatisfied

or very dissatisfied. The remaining 15% are neutral or offered no opinion.

Concluding Comments

The faculty concerns raised in the report and in several prior reports are significant. It is important to note that faculty are neither obstinate nor contumacious. Rather, the Faculty Pulse survey clearly reveals that our frustration is focused on a specific facet of academic life. The faculty are as committed to the well-being of the institution as ever (again, look to the strong partnership with the Office of Admission as an example), and are eager to be partners in governance. But in recent years we have felt less like partners and more like subordinates. As noted by my predecessor in her October 2022 report to the Board, it has been suggested that the concerns about shared governance may reflect a misunderstanding of how to work together. As one faculty member said at the time, simply asking for "input is not shared governance." Faculty are vested in the success of the College and want to be involved in meaningful ways, even when there is disagreement.

Faculty are accustomed to a review and revision process that can be lengthy and highly critical. But this process exists to improve our work. It is the process that all of us go through to have our scholarship published and is a key tenet of the scientific method. This means that we are used to presenting opposing arguments and examining them thoroughly before making a decision or taking a vote. This is central to the critical thinking skills embraced by the college's Core Curriculum. It is possible that this approach to shared governance may not match your own views. If that is the case then action is required to reach a consensus as to the meaning of shared governance across College constituencies and to define how shared governance looks in practice. Shared governance is an important part of making the higher education workplace one that is satisfying, productive, and successful. A well-functioning shared governance between the Board, the administration, and the faculty is critical to the well-being of the institution.

When I was asked to serve as President of the Faculty Senate I gave no speeches and offered but a single commitment - *that faculty matter*. I ask you, on behalf of the faculty, to help us as a College refocus our commitment to shared governance, rebuild trust, and focus on positive action moving forward. Our Shared Governance Review is a key step in this process. As we move forward with this review, we will seek input and participation from the Board and the administration. We very much hope to work together to restore robust shared governance at the college. In the end, we need to know that the Board believes that faculty matter and that we are partners in this process.

Respectfully submitted,

Todd Eberly, Ph.D.
Faculty Senate President

ST MARY'S

COLLEGE *of* MARYLAND

The National Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
OCTOBER 13, 2023

VICE PRESIDENT FOR ACADEMIC AFFAIRS
AND DEAN OF FACULTY'S REPORT

The units that compose Academic Affairs have adopted a core mission that, in turn, support both the Academic Affairs Committee and the institution as a whole: *Academic Affairs works to cultivate a rigorous and equitable academic environment where the St. Mary's College community thrives.*

EXECUTIVE SUMMARY
Since the May reporting period, Academic Affairs has continued to put processes into place to both improve the educational experience and to monitor progress at the divisional and institutional levels. Feedback collected from faculty and students over the summer months shows reasonably high levels of satisfaction with the new course schedule matrix. We had theorized that there would be initial discomfort while diverging from our long-held schedule, but that the campus would also immediately experience the overall pedagogical and logistical benefits of the new matrix; the survey data bear this out. Further, as we begin the fall semester, Academic Affairs has presented a well-developed organizational chart for the new academic administrative structure, clarifying the division's work delegation. The new Associate Vice President of Academic Affairs and the three Associate Deans of Faculty formally assumed their positions this summer; also, now promoted from within the staff are three Academic Fiscal Associates, each with special experience in budget and accounting, to work directly with the Associate Deans on all departmental budgets. The Program Snapshot process is underway, per the revisions recommended by the ad hoc committee last spring. Also implemented this fall is the newly-revised external program review, on hiatus since before the pandemic. Updated to emphasize greater planning and a more function-driven approach to the program's self-study, this process will generate another tool to better track program quality and competitiveness.

Update on the Course Matrix
Over the spring and summer months, Academic Affairs collaborated with the Office of Institutional Research and Planning to collect feedback on the first year of the new course schedule matrix. Faculty and students were surveyed separately on overall satisfaction, as well as on individual aspects of the matrix as distinct from the previous model. Below, please find a link to five slides included in the September newsletter from Academic Affairs summarizing that data.

Figure 1: Feedback on the First Year of the New Course Schedule Matrix

Both faculty and students reported reasonably high levels of satisfaction with the new matrix. Two points are of note: first, the reaction to the shift to shorter class periods was sharply divided, appearing simultaneously as the source of the most dissatisfaction and as one of the top strengths of the new matrix (comments suggest that students and faculty both like the shorter class periods for optimizing attention span and focusing, but dislike them because of reduced time for faculty interactions, explanations of material, and deep discussions). Second, there is noticeable parity in reported satisfaction between the newer students and the more recently-hired faculty (likewise, those reporting the highest levels of dissatisfaction were the juniors and seniors and the longest-serving faculty). This supports our thesis that those faculty who have recently taught elsewhere in the more common 50-minute blocks would have no issue with this shift, and that the concerns being voiced in this first year reflected an understandable discomfort experienced by those senior faculty and students who have been immersed in the longer class times. Many of the objectives we hoped to achieve with the new matrix have already come to fruition: satisfaction with later start times, greater convenience for faculty with the midday meeting block, and the implementation of an unstructured common meeting time.

Update on the new administrative structure
As of July 1, 2023, the new academic administrative structure became official with the instatement of the Associate Vice President for Academic Affairs (AVPAA), three Associate Deans of Faculty (ADs), and three new Academic Fiscal Administrators (AFAs) to oversee the budgetary management of each Associate Dean's departmental portfolio. A number of factors have contributed to a strong launch this fall. First, the relocation of our administrative home base back to Calvert Hall has meant new offices for the Associate Deans and their AFAs on the west end of the third floor. This consolidation of the Academic Affairs team under one roof has already led to more streamlined processes for student hiring and expense tracking, for example.

Second: the Associate Deans had an active schedule of campus meetings through the summer to talk in depth with staff from other divisions in an effort to build greater understanding of operations, to identify pressure points, and to collaborate on better processes between offices. The impact of these meetings was exceptional, and yielded a number of new partnerships and transformative solutions that will go into effect this fall. Between June and August, the Associate Deans met with the following offices: Registrar; Planning and Facilities; Student Life; Office of Research and Sponsored Programs; Human Resources; Office of Information Technology; Web Services.

Finally, the Associate Vice President and the Associate Deans have now fully taken on their direct reports and delegated tasks. The AVPAA supervises our directors and oversees a range of division initiatives, and the ADs meet regularly with department chairs, lead new faculty orientation, and represent the office as non-voting delegates in standing subcommittees of the Faculty Senate. Figure 2 is an organizational chart that details these responsibilities. Figure 3 depicts the organizational relationship between the Associate Deans and the Academic Fiscal Administrators.
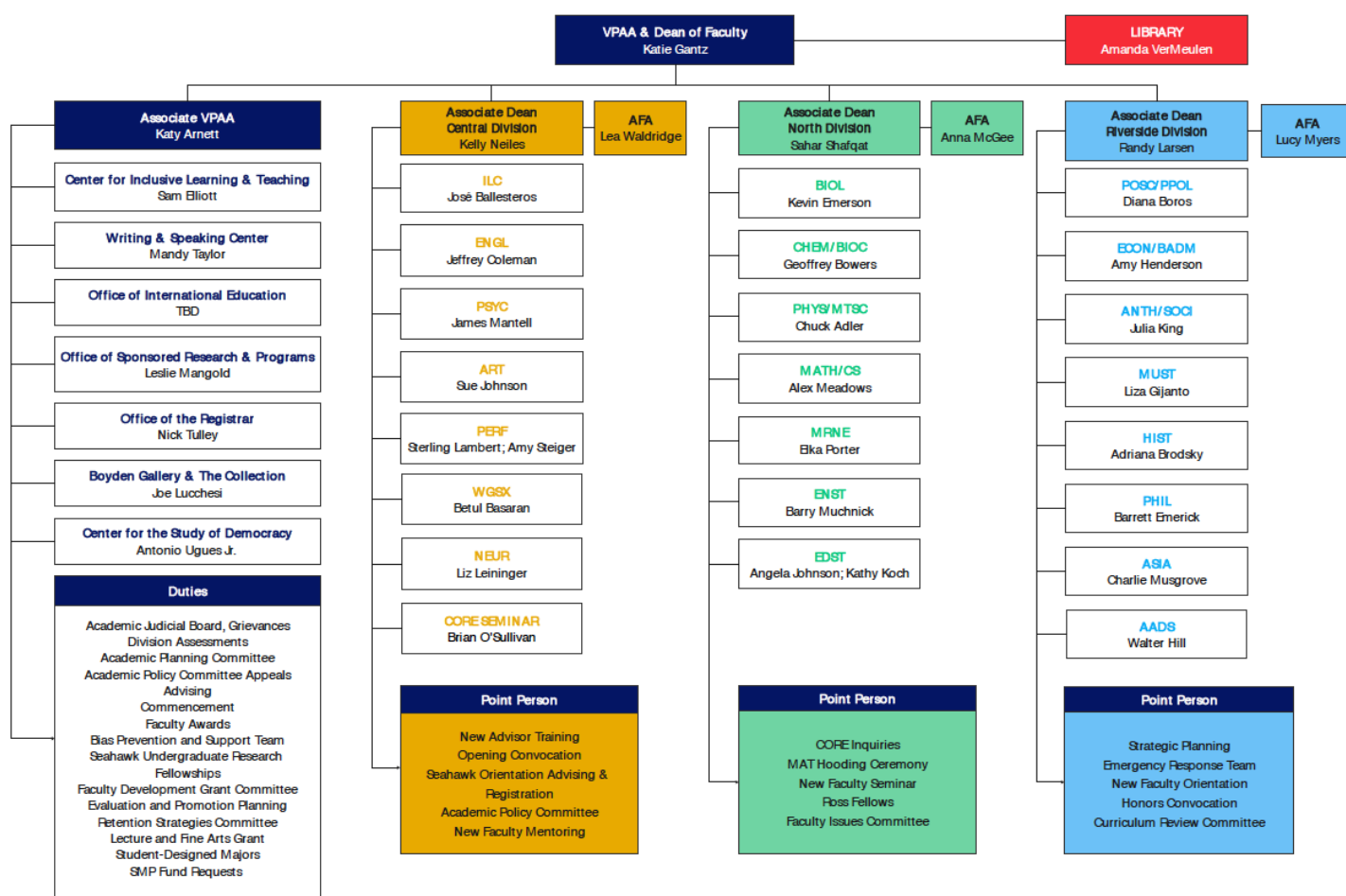
VPAA & Dean of Faculty
Katie Gantz

LIBRARY
Amanda VerMeulen

Associate VPAA
Katy Arnett

Associate Dean
Central Division
Kelly Neiles

AFA
Lea Waldridge

Associate Dean
North Division
Sahar Shafqat

AFA
Anna McGee

Associate Dean
Riverside Division
Randy Larsen

AFA
Lucy Myers

Center for Inclusive Learning & Teaching
Sam Elliott

Writing & Speaking Center
Mandy Taylor

Office of International Education
TBD

Office of Sponsored Research & Programs
Leslie Mangold

Office of the Registrar
Nick Tulley

Boyden Gallery & The Collection
Joe Lucchesi

Center for the Study of Democracy
Antonio Ugues Jr.

Duties
Academic Judicial Board, Grievances
Division Assessments
Academic Planning Committee
Academic Policy Committee Appeals
Advising
Commencement
Faculty Awards
Bias Prevention and Support Team
Seahawk Undergraduate Research
Fellowships
Faculty Development Grant Committee
Evaluation and Promotion Planning
Retention Strategies Committee
Lecture and Fine Arts Grant
Student-Designed Majors
SMP Fund Requests

ILC
José Ballesteros

ENGL
Jeffrey Coleman

PSYC
James Mantell

ART
Sue Johnson

PERF
Sterling Lambert; Amy Steiger

WGSX
Betul Basaran

NEUR
Liz Leininger

CORE SEMINAR
Brian O'Sullivan

Point Person
New Advisor Training
Opening Convocation
Seahawk Orientation Advising &
Registration
Academic Policy Committee
New Faculty Mentoring

BIOL
Kevin Emerson

CHEM/BIOC
Geoffrey Bowers

PHYS/MTSC
Chuck Adler

MATH/CS
Alex Meadows

MRNE
Elka Porter

ENST
Barry Muchnick

EDST
Angela Johnson; Kathy Koch

Point Person
CORE Inquiries
MAT Hooding Ceremony
New Faculty Seminar
Ross Fellows
Faculty Issues Committee

POSC/PPOL
Diana Boros

ECON/BADM
Amy Henderson

ANTH/SOCI
Julia King

MUST
Liza Gijanto

HIST
Adriana Brodsky

PHIL
Barrett Emerick

ASIA
Charlie Musgrove

AADS
Walter Hill

Point Person
Strategic Planning
Emergency Response Team
New Faculty Orientation
Honors Convocation
Curriculum Review Committee

Figure 2: Academic Affairs Organizational Chart

BUILDING NAME	BUILDING & FACILITIES COORDINATOR (BFC)	OFFICE ASSOCIATE(S) (OA)	PROGRAMS
KENT HALL	RANDY LARSEN, AD CALVERT 326	Temporary Coverage	POSC, ECON, SOCI, MUST, HIST, ASIA, AADS, ENST, WGSX
SCHAEFER HALL	SAHAR SHAFQAT, AD CALVERT 325	MICHELLE HAMPTON	BIOL, PHYS/MTSC, MATH/CS, MRNE
GOODPASTER HALL	ANDY KOCH GOODPASTER 227	KATHY LEWIN	PSYC, NEUR, CHEM/BIOC
MONTGOMERY HALL	KELLY NEILES, AD CALVERT 328	ASHLEY MCCLINTOCK	ENGL, ART, PERF (Theater)
ANNE ARUNDEL HALL	BILL ROBERTS ANNE ARUNDEL W220	SHEILA MADISON	ILC, ANTH, CSD
DPAC/ LEARNING COMMONS	--	ERICA CRISOSTOMO	EDST, PERF (Music)
MARGARET BRENT	---	---	PHIL

ADMINISTRATIVE TASK	ADMINISTRATIVE SUPPORT
Academic Judicial Board, Grievances	Natalia Barretto
Assessment within Divisions	
Awards/Honors	
Faculty Development Grant Committee	
Faculty Awards	
Literature and Fine Arts Grant	
Seahawk Undergraduate Research Fellowships	
Faculty Association	
Student Designed Majors	
Evaluation and Promotion Planning	
Opening Convocation	
Awards/Honors	
Advising	Natalia Barretto / Lea Waldridge
Commencement	Mai Savelle
LEAD Inquiries	Anna McGee
New Faculty Seminars	
New Faculty Orientation	Lucy Myers
SOAR Advising	Lea Waldridge
New Faculty Mentoring	

Figure 3: Academic Affairs Organizational Relationship

Revised and Reimplemented External Program Review Process
As part of our normal operations, all programs have historically undergone regular external reviews, as scheduled by Academic Affairs on a rotation of approximately every 7 years. In 2018, the former provost paused the 2019-2020 cycle for two key reasons: first, the traditional format (an extensive self-study in response to a series of standardized prompts followed by a two-day visit by a faculty review team from peer/peer aspirant institutions) had grown unwieldy and ineffective. Second, the imminent rollout of the new LEAD curriculum meant that reflection on the existing Core Curriculum was no longer meaningful. However, the extended interruption of the pandemic has meant that our external program review process has been waylaid for some time.

Last spring, Academic Affairs reviewed a number of updated approaches to the external program review process, and devised a model that is more specialized, encouraging the program to identify the most pressing issues and concerns as the focus of the self-study. In addition, the model is more intentional in its pacing, including an earlier start to the process in the semester before the self-study year for the purposes of a program retreat, discussions with the Associate Dean to vet a proposed set of self-study questions, and to generate a pool of effective potential external reviewers. The following fall, the program engages in collecting supporting evidence to help draft the self-study, circulating the document to the team by the end of the semester. Finally, in early spring, the external review team makes the campus visit, drafts their report, and then the program and the Associate Dean meet with the Vice President for Academic Affairs to discuss the recommendations and an action plan.

The Biology Department has begun the first external review under this new model, and we look forward to tracking its progress. We are confident that this updated approach provides yet another tool to monitor the quality of our curriculum in a national context.

Implementation of updated Annual Program Analysis process
Assistant Vice President of Institutional Research and Planning Anne Marie Brady continued to convene the ad hoc Program Snapshots committee (with representation from Academic Affairs, the faculty, and the Board of Trustees) through the spring, and finalized both a more targeted set of data metrics (including program cost, yield, and student achievement outcomes) and a more proactive Annual Program Analysis process that begins with a review by the program chairs as the basis of a yearly discussion with Academic Affairs. The Associate Deans are perfectly situated to provide feedback on the program's self-monitoring narratives, and to evaluate whether programs are operating in ways that are aligned with institutional priorities and broader liberal arts goals. This procedure promotes sustained engagement on three fronts: first, chairs are incentivized to take an active interest in maintaining program health rather than undergoing a passive evaluation. Second, Associate Deans will have an ongoing relationship with their programs to watch enrollments, staffing, and trends; they will be well positioned to engage in this process with their program chairs to recommend (or require) any modifications needed to improve program health. Third, the VPAA will be prepared with an intervention if the program either does not improve or does not invest in the necessary changes.

The revised Program Analysis process is a constructive reframing as a "developmental" annual discussion each fall, meant as a check-in to monitor trends and inform future directions, rather

than as a formal evaluative process. Programs will draw from multiple sources of information about their program (including the Snapshot data, but also exit survey data, post-graduate survey data, assessment data, student feedback, and faculty teaching experiences) to write an analysis - likened to a SWOT analysis - rather than responding to administrative comments on only the snapshot data as in previous iterations of the process. The first set of snapshots and other data were shared with programs this August, and program analyses were returned to Academic Affairs on September 15. In February, the Board will receive Snapshot data on each program and a high-level summary of the fall outcomes.

Please refer to OnBoard to view the Academic Affairs Open Session Information item IV.A Program Snapshots and Annual Program Analysis Process 2023.

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
OCTOBER 13, 2023

ACTION ITEM III.A.

RECOMMENDATION TO APPROVE
2023 PERFORMANCE ACCOUNTABILITY REPORT
(See OnBoard for supporting material.)

RECOMMENDED ACTION:
The Academic Affairs Committee endorses the Finance, Investment, and Audit Committee's recommendation that the Board of Trustees approve the 2023 Performance Accountability Report for submission to the Maryland Higher Education Commission.

RATIONALE
The Performance Accountability Report (PAR) is a report required by the State of Maryland that assesses the College's progress on a variety of goals and objectives including academics, enrollment, retention and graduation, financial aid, and student outcomes. The report provides data on specific metrics as well as narrative describing strengths and challenges. Maryland law requires institutions to submit their PAR to the Maryland Higher Education Commission for review, and final submission to the Governor and General Assembly.

ST. MARY'S COLLEGE OF MARYLAND

1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

2. INSTITUTIONAL ASSESSMENT

A. Analysis of Goals and Objectives

Goal 1: Ensure a high quality and rigorous academic program.

Objective 1.1: SMCM places intentional emphasis on students' completion of high-impact practices (HIPs). Prior to the pandemic, SMCM met the target for both of the related metrics (100% completing at least two and 80% completing at least three HIPs), but has seen these measures decrease for the mid-pandemic Classes of 2021 and 2022. It is likely that the lack of international and experiential opportunities during the pandemic is a major reason for these decreases. The Class of 2023 shows evidence of returning to pre-pandemic participation rates in HIPs, with 99% of graduates completing at least two HIPs and 83% completing at least three. SMCM is actively working to increase HIP opportunities for all students, particularly internships, research experiences, and international experiences, three HIPs that are guaranteed as part of the Honors College Promise. We are confident that moving forward, we will resume meeting these goals.

> *Peer Benchmarks:* The National Survey of Student Engagement (NSSE) periodically releases benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. The most recent data, released in 2020, reports that 87% of seniors at participating Carnegie Baccalaureate Arts & Sciences institutions completed two or more HIPs. SMCM's rate among graduates has exceeded this for the past eight years (2020 level, 99%; five-year average, 98%). *(Source: NSSE)*

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For three of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees. Although the percentage of credit hours taught by full-time faculty declined slightly in 2021 (82%) and 2022 (80%), full-time faculty still teach the great majority of undergraduate credit hours, and the percentage rose to 84% for 2023. Further, the rise of part-time faculty is largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways sequence, part of the recently (2020) instituted LEAD Initiative. Students benefit from studying with these professionals while still taking the majority of their traditional coursework with full-time faculty. Finally, the undergraduate student-faculty ratio has been between 9:1 and 10:1 for the past five

years, well below (better than) the target of 12:1.

> *Peer Benchmarks:* According to the most recent available data (Fall 2021), SMCM has the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, which average 14:1. The SMCM student-faculty ratio is third lowest among Council of Public Liberal Arts Colleges (COPLAC) institutions, which average 14:1; and is on par with Maryland private institutions, peer institutions, and aspirant institutions, which range from 7:1 to 15:1 (average = 10:1). *(Source: IPEDS Data Center)*

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.

Objective 2.1: The target for the percentage of incoming students who identify as students of color was reset last year to 33%. In FY23 (Fall 2022), SMCM recruited a first-year class with 31% students of color – just below this new target, but still a substantial improvement from about a decade ago when the percentage averaged only 20% (data not shown), and the fourth year in a row with a first-year class consisting of 30% or greater students of color. Entering class targets were exceeded for first generation college students for the sixth consecutive year, and for the out-of-state population for the second consecutive year. The latter measure has slowly been rising and is expected to hold steady just above the target of 10% for the next few years. High school academic performance of the entering class remains strong; the average GPA of incoming students has steadily improved to its current ten-year high (3.50, unweighted) and is projected to hold steady at this level with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2019 cohort graduating by Summer 2023) and six-year graduation rates (Fall 2017 cohort graduating by Summer 2023) were below targets for all groups. Note that four-year and/or six-year targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels last year to reflect SMCM's commitment to narrowing equity gaps in student success. SMCM will focus on providing all students with resources and strategies to support timely graduation, with particular emphasis on students from these historically underrepresented and/or marginalized groups. We know that reaching certain early academic milestones is crucial for students to make timely progress toward their degree, and we will explore additional ways to communicate and support the attainment of these milestones to students, faculty advisors and academic support staff. In addition, we will continue to offer online courses during both Summer and Winter sessions to provide students with a convenient means of earning additional credits in between traditional semesters, and to explore how to make these inter-session offerings accessible. For entering first generation students, the recently expanded *Sum primus* ("I am first") program offers extended pre-orientation activities, focusing on academic, financial, social, and cohort-building activities. Finally, SMCM's recently adopted 2023 – 26 strategic plan contains several diverse initiatives aimed at improving student retention and persistence to graduation, including expanding access to global opportunities, promoting holistic student wellness and belongingness, increasing student leadership activities, and enhancing the student advising and degree-planning experiences.

> *Peer Benchmarks:* Based on the most recent national comparison data available (FY19), SMCM's overall four-year graduation rate (64% for the 2015 entering cohort graduating by 2019) exceeded those of other COPLAC institutions and other Maryland public and private

four-year institutions, and was on par with rates at SMCM's peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As shown below, SMCM's four-year graduation rates for African American students were at or above the corresponding rates at other COPLAC, Maryland public and private, and peer institutions, but rates for Hispanic students fell below the comparison rates at Maryland private and peer institutions. Benchmark four-year graduation rates for Pell recipients are not available from IPEDS. Because of the lag in reporting four-year graduation rates to IPEDS, additional comparison data are shown below from 44 Baccalaureate Arts & Sciences institutions (all private) that participate in the Higher Education Data Sharing Consortium (HEDS). These data are three years more recent (2018 cohort graduating by 2022) and additionally include Pell student data. These comparisons reveal that SMCM's four-year graduation rates for Pell students are on par with these other private institutions, but that overall rates, and rates for African American and Hispanic students, are lagging behind. *(Sources: As shown in tables below)*

Four-Year Graduation Rates, FY19 (Fall 2015 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	**1**	**64%**	**52%**	**51%**	**53%**
COPLAC	28	40%	31%	27%	32%
MD Public	11	31%	27%	24%	28%
MD Private	9	60%	54%	47%	60%
Peer	12	65%	60%	51%	59%
Aspirant	6	85%	82%	79%	84%

Source: IPEDS Data Center

Four-Year Graduation Rates, FY22 (Fall 2018 cohort)					
Institution(s)	N	Overall	African American	Hispanic	Pell
SMCM	**1**	**60%**	**37%**	**42%**	**62%**
Bacc A&S	44	65%	54%	62%	60%

Source: Higher Education Data Sharing Consortium

For six-year graduation rates, the most recent comparison data available (FY21) reveal that SMCM's overall rate (73%, for the 2015 entering cohort) equaled or exceeded that of other COPLAC, Maryland public and private, and peer (primarily private) institutions. SMCM's six-year rate for African American, Pell recipients, and need-based aid recipients also met or exceeded rates at these comparison institutions. Similar to the four-year rates described above for the same entering cohort, SMCM's Hispanic students graduated at higher six-year rates than students at COPLAC or Maryland public institutions, but fell behind the rates at Maryland private and peer institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY21 (Fall 2015 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	**1**	**73%**	**64%**	**69%**	**58%**	**76%**	**69%**
COPLAC	28	53%	45%	42%	46%	48%	50%
MD Public	11	49%	47%	46%	48%	46%	47%
MD Private	9	67%	60%	54%	65%	65%	66%
Peer	12	73%	69%	62%	69%	70%	72%
Aspirant	6	89%	88%	85%	88%	81%	86%

Source: IPEDS Data Center

Objective 2.3: The second-year retention rate continues to fluctuate, falling slightly to 82% in FY23. While still not meeting the target, this year's retention rate still exceeds many benchmarks.

> *Peer Benchmarks:* Based on the most recent data available (FY22), SMCM's first-to-second year retention rate last year (85%) exceeded those of other public liberal arts colleges (COPLAC institutions, average = 70%), Maryland public four-year institutions (average = 73%), Maryland private institutions (average = 78%), and peer institutions (average = 83%), many of which are private. Retention rates at private aspirant institutions averaged 93% in FY20, above SMCM's aspirational target but underscoring how important it is to remain competitive with those institutions. *(Source: IPEDS Data Center)*

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity was once again achieved for both faculty and staff in FY23. Racial and ethnic diversity targets were reset to 33% last year to match the goal for diversity of the student body. SMCM has been making slow but steady progress toward this goal in the faculty; recent efforts to advance cluster hiring (the Ross Fellows initiative) and diversify search processes are expected to assist with continuing to improve toward the target. The percent of staff who are people of color is on track to meet the target within the next few years.

Objective 2.5: Between FY14 and FY20, SMCM met or exceeded the target of an entering class that contains 20% transfer students each year, but the percentage fell to 17% in FY21 and has remained under the target since then. This is directly related to the enrollment challenges at community colleges since the pandemic. We will continue to focus on recruiting a strong incoming class of transfer students.

Objective 2.6: Among transfer students, the four-year graduation rate (70%, Fall 2019 entering students graduating by Summer 2023) met the target, while the three-year graduation rate (56%, Fall 2020 entering students graduating by Summer 2023) fell below the target after four years of exceeding it. Transfer students who entered in Fall 2020, at the height of the pandemic, likely experienced particular challenges to persistence that can also be seen in the low projection for this cohort's four-year graduation rate (2024 Est., 64%). However, analysis of all transfer students' degree progress suggests that this is a localized drop, as other projections for three- and four-year graduation rates remain high over the next two years. Continued development and refinement of articulation agreements with Maryland two-year institutions will facilitate transfer

students' timely progress toward the baccalaureate degree.

> *Peer Benchmarks:* Benchmark information for transfer student four-year rates is available from IPEDS, but with quite a delay. The most recently available data is from transfer students who entered during 2013-14 and graduated by 2017. In that year, SMCM's four-year graduation rate for transfer students (62%) was the lowest among SMCM's most recent six years (SMCM average 71%), but still exceeded the average rates for Maryland public and private four-year institutions (51%) and COPLAC institutions (52%). Transfer students at peer institutions averaged a 71% four-year graduation rate, on par with SMCM's six-year average, and the average at aspirant institutions was 89%. *(Source: IPEDS Data Center)*

Goal 3: Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Objective 3.1: This objective has consistently been met or exceeded as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: Both four-year and six-year graduation rates among students receiving need-based aid (Pell grant or Stafford loan) were low this year, similar to other cohort groups as discussed above for Objective 2.2. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. On the other hand, the leading indicator of retention to the second year, while not meeting the target of 90%, was higher than previous years at 84% and was above the all-student level of 82%.

> *Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid (69% in FY21, most recent comparison data available) was well above that of other COPLAC institutions (50%), Maryland public institutions (47%), and Maryland private institutions (66%), and approached the FY20 rate at peer institutions (72%). *(Source: IPEDS Data Center)*

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.

Objectives 4.1, 4.2, 4.3, and 4.4: Community service participation in FY21 did not meet the target for the fourth time in five years after many years of consistently higher levels. It is unclear whether this is a lingering effect of the pandemic, changes in student priorities, or related to the availability of community service opportunities. SMCM's 2023-26 strategic plan contains a pillar focusing on community engagement, and specifically outlines a plan to expand community leadership and service opportunities for students. Internship participation decreased to below 40% after several years at 40% or higher, but is expected to recover and grow over the next few years as students move through the professional skills component of the LEAD Initiative. Both the six-month employment rate (67%) and the six-month continuing education rate (28%) for the Class of 2022 met the specified target, indicating that SMCM graduates are successful after graduation.

Peer Benchmarks: Benchmarks for the six-month employment and continuing education rate come from the nationally administered First Destination Survey, and are for Carnegie Baccalaureate Arts & Sciences institutions. For the Class of 2021, the most recent graduating class for which benchmark data is available, SMCM's employment rate was 61% and the national rate was 68%, while SMCM's continuing education rate was 35% and the national rate was 21%. The total Career Outcome Rate (rate of graduates with a "positive career outcome", such as employment, continuing education, fellowship, or service experience) for the SMCM Class of 2021 was 97%, exceeding the national rate of 92%. Again, these numbers support the interpretation that SMCM graduates are just as successful as college graduates nationwide, and are more likely than similar college graduates nationwide to choose to continue their education (rather than enter the job market) just after graduation. *(Source: National Association of Colleges and Employers (NACE) First Destinations for the Class of 2021 Report)*
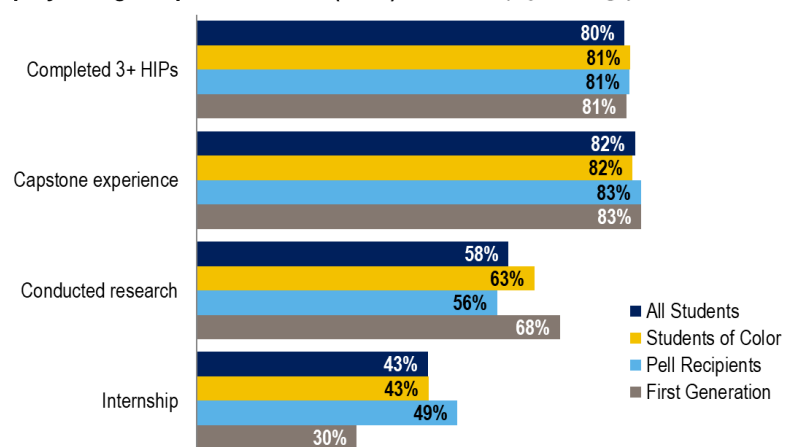
B. Response to Commission Questions

Identifying Long-term Equity Gaps:
- **What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.**
- **How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?**
- **What interventions have been implemented to eliminate these gaps?**

SMCM is committed to providing access to a rigorous liberal arts education to all students. The Office of Institutional Research and Planning routinely monitors disaggregated data to assess equity in student access, success, and innovation. These data are shared with the community via the public web site, presented to the Board of Trustees, and communicated during Town Hall-style meetings with faculty and staff.

As discussed above in Goal 2, diversity goals in the entering class have been met or exceeded for a number of years and have recently been reset to be even more ambitious. Tuition has been frozen at 2019 levels for the past four years to help provide affordable access to more students and their families. SMCM prioritizes completion of high-impact practices among all students, and works to make these accessible and affordable. The graph at right shows that students of color, low-income students (Pell students), and first generation students complete many of the same high-

Equity in High-Impact Practices (HIPs) at SMCM *(5-yr average)*

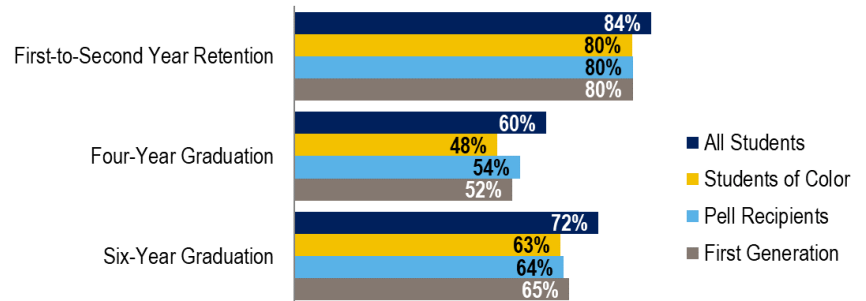|	All Students	Students of Color	Pell Recipients	First Generation
Completed 3+ HIPs	80%	81%	81%	81%
Capstone experience	82%	82%	83%	83%
Conducted research	58%	63%	56%	68%
Internship	43%	43%	49%	30%

impact practices at the same or even higher rates than the general student population. Internships and study abroad (not shown) are less frequently completed among first generation students; these are the more expensive experiences both in terms of actual financial cost and loss of other income opportunities. In response, SMCM has expanded opportunities for paid internships on and off campus, and has committed to increasing scholarships for international experiences.

Gaps do exist in retention and graduation rates, as discussed under Goal 2 in the previous section and as shown at right. Program such as the DeSousa-Brent Scholars Program, the Landers Scholars Program, and the Sum Primus ("I am first") Program are designed to provide additional support, mentoring, and opportunities for students in

Student Outcomes at SMCM *(5-yr average)*

at-risk groups. In addition, SMCM has implemented a "16 to Succeed" campaign which emphasizes the importance of attempting 16 credits each semester (along with other meeting other academic milestones) in order to facilitate timely graduation. Students, advisors, and staff are informed of the importance of these milestones for retention and graduation – and their particular importance for students from historically underrepresented and/or marginalized groups at SMCM – through email messages, announcements, and flyers, and each semester advisors receive a comprehensive data set on each of their advisees that includes progress on meeting academic milestones. Finally, the recent Ross Fellows cluster hire initiative successfully recruited six new tenure-track faculty members across a range of disciplines with pedagogical expertise in supporting students from historically underrepresented and/or marginalized groups, and stipends are available to any faculty member to support pedagogical innovation and the development of more equitable teaching and grading practices.

Measuring Equity Gaps:
- **How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?**
- **What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?**
- **Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?**

SMCM examines disaggregated data on retention, graduation rates, participation in high-impact practices, and overall course success. These data are gathered from multiple sources, including the student information system, transcripts, surveys of faculty and teaching staff, input from offices such as the Center for Career and Professional Development and the Office of International Education, and surveys of graduating students and alumni. As discussed in the previous answer, the data are shared publicly and internally via a number of mechanisms. Beginning in FY22, academic departments also engage in an annual review of program data that

includes equity markers, and are asked to address gaps and propose interventions.

SMCM has set ambitious goals for the elimination of equity gaps. As seen on the MFR, for example, goals for six-year graduation rates are set at the same level for all students regardless of identity. The 2023-26 strategic plan sets a similar goal of equal first-to-second year retention across all groups. Other goals in the strategic plan include the development of a Student Success Center, establishment of new onboarding programs and support teams for new students, improvements to early alert and intervention systems, and an emphasis on mentoring and fostering students' sense of belonging at SMCM. Progress toward these goals will be monitored regularly and reported to the campus community, the President, and the Board of Trustees. Further accountability discussions take place at executive, divisional, and departmental levels. The Vice President for Equity and Strategic Initiatives will lead such discussions and provide guidance to identify acceptable, consistent equity goals and steps toward achieving them.

St. Mary's College of Maryland

MISSION

St. Mary's College of Maryland (SMCM) is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Ensure a high quality and rigorous academic program.

Obj. 1.1 All graduating students will participate in at least two high-impact practices, and at least 80 percent of the graduating class will participate in at least three high-impact practices. High-impact practices are defined by the Association of American Colleges & Universities (AAC&U).

Obj. 1.2 Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.

Obj. 1.3 Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent of the graduating class successfully completing at least two high-impact practices	100%	99%	95%	97%	99%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	87%	82%	72%	76%	83%	83%	83%
Percent of all full-time faculty who have terminal degrees	98%	98%	98%	97%	96%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	88%	87%	82%	80%	84%	84%	84%
Undergraduate student to faculty ratio	10:1	9:1	9:1	10:1	10:1	10:1	10:1

St. Mary's College of Maryland

Goal 2. **Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.**

Obj. 2.1 Recruit a qualified and diverse entering class with the following attributes: Average high school grade point average (GPA) of at least 3.40 (4 point scale), enrollment of students from historically underrepresented racial/ethnic groups at least 33 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

Obj. 2.2 Achieve and maintain 4-year graduation rates for all students (70 percent), students from all historically underrepresented racial/ethnic groups (65 percent), African-American students (65 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (65 percent). Achieve and maintain 6-year graduation rates at 80 percent for all students and all student subgroups, including students from all historically underrepresented racial/ethnic groups, African-American students, Hispanic students, first-generation students, and students with a Pell Grant disbursed during their first semester.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Average high school GPA	3.38	3.38	3.44	3.45	3.50	3.49	3.49
Percent of entering first year class who identify as members of historically underrepresented racial/ethnic groups	25%	34%	32%	31%	31%	30%	32%
Percent of entering first year class who originate from outside of Maryland	7%	6%	9%	11%	13%	15%	16%
Percent of entering first year class from first generation households	21%	23%	25%	21%	25%	28%	25%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	17%	22%	24%	18%	20%	21%	21%
Four-year graduation rate for all students	64%	60%	58%	60%	56%	62%	64%
Four-year graduation rate for students from historically underrepresented racial/ethnic groups	52%	49%	44%	41%	50%	51%	57%
Four-year graduation rate for African-American students	51%	48%	38%	37%	41%	56%	58%
Four-year graduation rate for Hispanic students	53%	44%	44%	42%	52%	55%	48%
Four-year graduation rate for all first generation students	60%	53%	44%	57%	44%	53%	58%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	60%	58%	43%	58%	46%	58%	64%
Six-year graduation rate for all students	77%	72%	73%	71%	68%	70%	65%
Six-year graduation rate for students from historically underrepresented racial/ethnic groups	69%	67%	64%	60%	54%	53%	56%
Six-year graduation rate for African-American students	70%	51%	69%	59%	44%	45%	51%
Six-year graduation rate for Hispanic students	70%	74%	58%	50%	52%	58%	56%
Six-year graduation rate for all first generation students	69%	64%	71%	63%	58%	66%	53%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	69%	62%	76%	65%	48%	69%	59%

St. Mary's College of Maryland

Obj. 2.3 The first to second-year retention rate will be 90 percent.

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goals for full-time faculty and staff will be: 33 percent from historically underrepresented racial/ethnic groups and 50 percent women.

Obj. 2.5 Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

Obj. 2.6 Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
First to second-year retention rate	82%	85%	83%	85%	82%	81%	83%
Percent of all full-time tenured or tenure-track faculty who identify as members of historically underrepresented racial/ethnic groups	18%	15%	16%	18%	19%	21%	23%
Percent women of all full-time tenured or tenure-track faculty	51%	52%	51%	50%	50%	50%	50%
Percent of all full-time (non-faculty) staff who identify as members of historically underrepresented racial/ethnic groups	30%	28%	27%	30%	27%	30%	33%
Percent women of all full-time (non-faculty) staff	57%	57%	57%	58%	61%	60%	60%
Percentage of entering fall class who are transfer students	22%	21%	17%	18%	15%	13%	15%
3-year graduation rate for all transfer students	62%	69%	68%	64%	56%	68%	81%
4-year graduation rate for all transfer students	74%	69%	74%	74%	70%	64%	74%

Goal 3. Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.

Obj. 3.1 72 percent of entering first-year student need is met by awarding any need-based aid.

Obj. 3.2 Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	73%	78%	84%	78%	78%	80%	80%
First-to-second year retention rate for students receiving need-based aid in the first semester	80%	81%	79%	87%	84%	83%	85%
Four-year graduation rate for students receiving need-based aid in the first semester	59%	56%	54%	54%	46%	58%	67%
Six-year graduation rate for students receiving need-based aid in the first semester	78%	68%	69%	64%	63%	63%	54%

St. Mary's College of Maryland

Goal 4. **Increase student contributions to the Maryland community and to the state and national workforce.**

Obj. 4.1 65 percent of graduating seniors will have performed community service while at SMCM.

Obj. 4.2 45 percent of graduating seniors will have participated in a paid or unpaid internship.

Obj. 4.3 The rate of employment within six months of graduation will be at least 67 percent.

Obj. 4.4 The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Percent of graduating seniors who will have performed community service while at SMCM	69%	63%	50%	39%	37%	40%	45%
Percent of graduating seniors who fulfilled a paid or unpaid internship	40%	45%	44%	47%	38%	40%	45%
Employment rate of graduates within six months of graduation	62%	58%	53%	61%	67%	67%	67%
Percent of graduates continuing their education (at any level) within six months of graduation	28%	30%	34%	35%	28%	30%	30%

OFFICE OF THE VICE PRESIDENT FOR   www.smcm.edu
ACADEMIC AFFAIRS & DEAN OF FACULTY   TEL: 240-895-4389
47645 College Drive
St. Mary's City, MD 20686

Program Snapshots and Annual Program Analysis
Division of Academic Affairs
August 2023

Background

In 2021, the Board of Trustees requested that Academic Affairs establish an annual process of academic program assessment and internal evaluation, following up on reports provided for Task Forces 2 and 3. The first edition of program snapshots was provided to academic programs and to the Board of Trustees in May 2022 and contained a five-year trend analysis of academic data. In January 2023, a second set of program snapshots was released that included financial data, but only two years of data were available at the time. Subsequently, in February 2023, Anne Marie Brady, then the Director of Institutional Research, convened an ad hoc committee consisting of faculty, administrators, and Board of Trustees members to conduct a review of program snapshots and develop a more comprehensive and informative process.

The Program Snapshots Committee met throughout the Spring 2023 semester and developed the following process and timeline for program snapshots and an annual program analysis process. Dates given are for the upcoming year (FY24) and will be adjusted on a sliding basis for each subsequent annual snapshot.

Process and Timeline

All dates below are approximate and subject to change.

August 1 – Office of Institutional Research and Planning provides snapshot data to programs
- All data spans the most recent five years (e.g., FY19-FY23 for the FY24 snapshots)
- **Academic data** includes student credit hours (SCH) taught; LEAD curriculum contributions; numbers of faculty, majors, and minors; high-impact practices offered and completed; and course success rates. Equity assessments (based on race/ethnicity) are provided for most measures.
    - For cross-disciplinary programs, additional academic measures are provided that characterize the faculty and courses from other programs that participate.
- **Financial data** includes measures of program direct costs and revenue, and calculated yield. Measures are given both in absolute dollars and normalized against program SCH.
- College averages and standard deviations are provided for each measure to provide context, but programs are not ranked, scored, or compared against each other.

August 1 – September 15 – Programs discuss snapshots and other data at retreats and/or first department meetings and prepare narrative analysis
- Programs should look critically at their snapshots, as well as at any other evidence they have available (such as survey results, assessment data, student feedback, teaching experiences, etc.) to prepare an honest assessment of program health and identify any areas of concern.

- The format of the narrative should be, in general, a SWOT analysis. Programs may use the traditional SWOT headings (Strengths, Weaknesses, Opportunities, Threats), or may use the following questions as prompts to organize the narrative. Not all prompts need to be addressed, but the narrative should not focus on only positive or only negative aspects.
    o What do the data/evidence tell you about your program? What are the strengths and/or areas of concern?
    o Are there any areas where the data do not seem to fully reflect your program's strengths and/or areas of concern?
    o What else is happening in your program that is not shown in the available data?
    o What are your main program goals for the year?
    o What changes (if any) does your program anticipate making in response to the data, evidence and other information available to you at this time?
    o What additional resources (if any) does your program need over the next year to support these changes?

September 15 – Narrative analyses due to Associate Deans and VPAA

September 15 – October 31 – Programs meet with Associate Deans and/or VPAA for discussion and feedback
- Overarching question for discussion: How can snapshot data, the analysis, and other program evidence be used to support FY25 budget requests, hiring plan, line proposals, and scheduling?
- Associate Deans and/or VPAA also provide feedback to programs on their analysis including suggestions for strategic directions, or (if needed) recommendations for corrective actions.

November – January – Programs and Associate Deans use snapshots, analysis, and AD/VPAA feedback to prepare budget requests, hiring plan, line proposals, and course schedules for FY25

February – VPAA provides snapshot data and high-level summary of analysis/feedback process to President and Board of Trustees as informational item
- Summary will include illustrative examples of programs that utilized available data/evidence to understand trends, make decisions and/or request resources.

Finally, while this document focuses on program snapshots, no single data set can fully represent the status of an academic program. As mentioned above, programs are encouraged to use other sources of evidence (such as survey results, assessment data, student feedback, teaching experiences, etc.) to prepare their narrative. Assessment results are distributed in May to programs, and the Office of Institutional Research and Planning will ensure that relevant survey results are distributed along with program snapshots in August.

Spring 2023 Program Snapshots Committee:
Anne Marie Brady, Director of Institutional Research, chair
John Bell, SMCM Board of Trustees
Peter Bruns, SMCM Board of Trustees
Jeff Byrd, Interim Associate Provost
Amy Henderson, Associate Professor of Economics
Randy Larsen, Associate Dean of Faculty
Charlie Musgrove, Professor of History
Carrie Patterson, Professor of Art
Jennifer Tickle, Interim Assistant Dean of Faculty

St. Mary's
COLLEGE *of* MARYLAND
The National Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

OPEN SESSION
MINUTES

Date of Meeting: May 12, 2023   **Status of Minutes:** Approved June 1, 2023

Committee Members Present: Committee Chair Peter Bruns, Paula Collins, Board Chair Susan Dyer, Melanie Rosalez'92, President Tuajuanda Jordan, Larry Leak '76
Committee Members Present via Zoom: Glen Ives, Jesse Price '92
Committee Members Absent: N/A
Executive Staff: Katie Gantz
Faculty Liaison: Libby Williams
Staff Liaison: John Spinicchia

Others Present: Nicholas Abrams, Carlos Alcazar, Betsy Barreto, Anirban Basu, John Bell '95, Alice Bonner, Geoff Bowers, Anne Marie Brady, Mary Broadwater, Jeff Byrd, Carolyn Curry, Peg Duchesne '77, Jennifer Falkowski, Judy Fillius '79, Elizabeth Graves '95, David Hautanen, Sven Holmes, Jerri Howland, Brayan Ruiz-Lopez '24, Kaylah Lovitts, Paul Pusecker, Bill Roberts, Dereck Rovaris, Daniel Savelle, Mai Savelle, Shanen Sherrer, David Taylor, Aaron Tomarchio, Danielle Troyan '92, Ray Wernecke, John Wobensmith '93

Executive Summary
Academic Affairs Committee Chair Peter Bruns called the meeting to order at 9:13 a.m.

Faculty Senate Report
Faculty Senate President Libby Williams opened her last session as faculty senate president with reflections from her time in the role, acknowledgements of gratitude for the faculty, students, Faculty Senate Vice President Geoff Bowers, Administration, and the Board of Trustees. She shared an anecdote on Trustee Larry Leak's first assignment for her and thanked him for his support and his legacy of kindness. Dr. Williams then opened the floor to the Board for discussion. Committee Chair Bruns asked for an update on the faculty bylaws to which Dr. Williams confirmed that they should expect more information once the Committee meets in the fall. Chair Bruns shared with the Board that Vice President Gantz will coordinate with the Trustees to visit classrooms in the future. This is another way for the Board and faculty to be in communication. Vice President Gantz will set up a system before announcing this initiative. Chair Susan Dyer thanked Dr. Williams as well as Dr. Bowers for their service.

<u>Vice President for Academic Affairs Report</u>
Vice President for Academic Affairs and Dean of Faculty Katie Gantz opened the VPAA report with a focus on tenure and promotion, specifically looking at the components of faculty service. She presented a detailed look at what counts towards service based on the faculty bylaws while also acknowledging the unofficial but valuable areas of service that are less visible such as emotional labor, equipment maintenance, and minute-taking. She identified a number of issues under discussion by Academic Affairs and the Faculty Issues Committee. These points under consideration include whether these other forms of service should be required for promotion; how to avoid the overburdening of associate professors; whether roles with stipends may be recognized as service; and how to effectively and equitably undertake our annual service work with fewer total faculty. VP Gantz then addressed the challenges related to a service workload that remains roughly the same, even as the full-time faculty numbers (and student body) have fluctuated over time. Final steps will include the Faculty Issues Committee working with Academic Affairs on processes to make this more equitable.

Chair Bruns asked Vice President Gantz to clarify the roles of the Academic Fiscal Administrators (AFAs) in Academic Affairs. Vice President Gantz shared that our current system has Fiscal Associates (FAs) assigned to each academic building, but with the addition of Associate Deans (ADs) overseeing departments across academic buildings, a system was needed that allowed Academic Affairs to have a centralized and standardized system for the fiscal management of all the academic programs and support for the ADs. The goal is to pool the FAs' collective expertise and streamline administrative processes across the board.

Chair Bruns inquired about the scale of the partnership with the Defense Acquisition Workforce. Vice President Gantz shared that the MOU is still very new and that she is working with the Business Program to bring in guest lecturers this fall. She doesn't yet have a sense of scale, but they will start collaboration among the scholars with the goal of incorporating Defense Acquisition University (DAU) faculty to occasionally teach courses in Computer Science and/or Business Administration, pending the availability of the DAU instructors.

Action Item:
III.A. Recommendation to approve 2023 Candidates for Graduation.
Following a motion, vote and second, the proposed action item was unanimously approved by a vote of the Academic Affairs Committee and recommended for approval by the Board of Trustees at its meeting on May 12, 2023.

A motion was made by Chair Bruns and seconded to adjourn the open session. The open session meeting adjourned at 9:38 a.m.

A motion was made to close the meeting pursuant to Md. Code Ann., Gen. Prov., § 3-305(b) and specifically (1) (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or (ii) Any other personnel matter that affects one or

more specific individuals. The motion was properly seconded and by unanimous vote was approved.

<u>Closed Session Summation:</u>
The closed session of the committee began at 9:38 a.m. A motion was made by Trustee Melanie Rosalez '92; and seconded by Trustee Larry Leak '76 to begin the closed session.

The following persons were in attendance: Betsy Barreto, John Bell '95, Mary Broadwater, Peter Bruns, Paula Collins, Peg Duchesne '77, Board Chair Susan Dyer, Judy Fillius '79, Katie Gantz, Elizabeth Graves '93, Melanie Rosalez '92, Sven Holmes, Glen Ives, President Tuajuanda Jordan, Larry Leak '76, Jesse Price '92, Mai Savelle, David Taylor, Danielle Troyan '92, Ray Wernecke, John Wobensmith '93.

The committee addressed faculty personnel action items, faculty development paid leave, pre-tenure course releases, promotions, change of assignments and faculty retirements. The meeting concluded at 9:56 a.m.

St. Mary's
COLLEGE of MARYLAND
The National Public Honors College

BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

OPEN SESSION
MINUTES

Date of Meeting: July 31, 2023   **Status of Minutes:** Approved September 1, 2023

Committee Members Present: Committee Chair Peter Bruns; Board Chair Susan Lawrence Dyer; President Tuajuanda Jordan; Elizabeth Graves '95; Melanie Rosalez '92.
Committee Members Absent: Paula Collins.
Staff Member: Katherine Gantz, Vice President for Academic Affairs and Dean of Faculty.
Others Present: David Taylor, Board Liaison.

Executive Summary
Committee Chair Peter Bruns convened the meeting of the Academic Affairs Committee via Zoom at 9:31 a.m. on Monday, July 31. A quorum was noted. The chair made a motion that was seconded by Trustee Dyer to go into closed session, pursuant to Md. Gen. Prov. Code Ann. § 3-305 to discuss matters pertaining to: (1)(i) – The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; (ii) – Any other personnel matter that affects one or more specific individuals. By unanimous VOTE, the committee closed the session. Chair Bruns said the committee would not return into open session.

Closed Session Summary
The actions taken in the meeting were confined to the review of a personnel item for the appointment of a faculty member with tenure and promotion. The action was unanimously approved by all in attendance (listed above) to go forward.