



## **Follow Up AAC Meeting**

SMCM Board of Trustees

Tuesday, October 1, 2024 at 1:00 PM EDT to Tuesday, October 1, 2024 at 2:00 PM EDT

**Meeting Details:** <https://smcm.zoom.us/j/82323528178>

**Meeting ID:** 823 2352 8178

**Passcode:** 596330

## **Agenda**

### **I. Discussion Items**

#### **A. Agenda**

- 1. Faculty Bylaws Revision**
- 2. 2024 Performance Accountability Report**

**ST MARY'S**  
COLLEGE of MARYLAND

*The National Public Honors College*

**BOARD OF TRUSTEES  
ACADEMIC AFFAIRS COMMITTEE  
MEETING OF OCTOBER 1, 2024**

**AGENDA**

- I. CALL TO ORDER**
- II. DISCUSSION ITEMS**
  - A. Faculty bylaws revision
  - B. 2024 Performance Accountability Report (PAR)
- III. ACTION ITEM**
  - A. Vote to approve Faculty bylaws
  - B. Vote to endorse 2024 Performance Accountability Report

St. Mary's College of Maryland Faculty Bylaws  
2024

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1 I. Introduction

2 A. Purpose of the Faculty Bylaws

3 These Faculty Bylaws set forth the policies of faculty governance as established by the vote of the  
4 faculty and approved by the Board of Trustees. These policies include policies and procedures for  
5 faculty appointment, evaluation and tenure; for organizing the administration of the faculty and  
6 the curriculum; for organizing the Faculty Senate, faculty committees and meetings. The Faculty  
7 Bylaws are accompanied by the Faculty Handbook, which provides interpretive details relevant to  
8 faculty governance but do not rise to the level of Faculty Bylaws. Provisions in the Handbook are  
9 established by vote of the faculty and approved by the Dean of the Faculty. More general  
10 College policies and procedures are detailed in the Employee Handbook, which is maintained by  
11 the Office of Human Resources.

12 Persons appointed to tenured and tenure-track teaching positions and tenured and tenure-  
13 track librarians are collectively referred to as tenured and tenure-track faculty in these bylaws.  
14 Although the evaluation processes are described separately for teaching faculty and librarians,  
15 tenured and tenure-track teaching positions and tenured and tenure-track librarian positions have  
16 the same rights and responsibilities. Persons appointed to other teaching positions, such as part-  
17 time positions, summer school positions, teaching assistantships, lectureships, and visiting and  
18 term appointments, shall be deemed to be temporary faculty members. The temporary faculty  
19 member's contract shall formalize the appointment of all temporary faculty members, and such  
20 appointments shall be subject to the approval of the President and the Board of Trustees. The  
21 appointment of the temporary faculty member shall automatically terminate at the end of the  
22 period stated in the temporary faculty member's contract. No provision of these Faculty Bylaws  
23 hereafter following shall apply to temporary faculty members except as expressly provided.

24 B. College Governance

25 The College is governed pursuant to and in accordance with the statutes of the State of Maryland,  
26 the College Bylaws promulgated by the Board of Trustees and these Faculty Bylaws approved by  
27 the Board of Trustees. The statutes of the State of Maryland prevail over any College Bylaw or  
28 Faculty Bylaw in the event of any inconsistency. In turn, the College Bylaws prevail over any  
29 Faculty Bylaw in the event of any inconsistency. Pursuant to its statutory authority for the care,  
30 management and control of the College, the Board of Trustees may amend the College Bylaws  
31 and the Faculty Bylaws in the event the Board determines it is necessary and proper to do so  
32 under the law.

33 C. Academic Freedom

34 Institutions of higher education, including St. Mary's College of Maryland, exist for the common  
35 good. The common good depends on the free search for truth and its free expression. Academic  
36 freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of  
37 scholarship, research, and creative expression, and to speak or write without institutional  
38 discipline or restraint on matters of public concern as well as on matters related to professional  
39 duties and the functioning of the College.

40 Academic responsibility implies the faithful performance of professional duties and  
41 obligations, the recognition of the demands of the academic enterprise, and the candor to make it  
42 clear that when one is speaking on matters of public interest, one is not speaking for the  
43 institution. All faculty members must maintain their professional competence and their ability to  
44 display it in their lectures, performances, publications, and exhibitions.

45 D. Amendments to These Bylaws

- 46 1. Amendments to these bylaws by the faculty may be proposed by either one of the following:  
47 a. Two-thirds of the Faculty Senate

- 48           b. The presentation of a petition signed by at least thirty percent of the faculty
- 49           2. Adoption of Amendments
- 50           a. Each amendment must be presented to the faculty one week in advance for consideration
- 51                 at a duly convened faculty meeting. If the proposed amendment is approved by a simple
- 52                 majority of that meeting, then it shall appear on the agenda of a faculty meeting not less
- 53                 than two weeks later. On the second consideration of the amendment, approval of the
- 54                 proposed amendment requires an affirmative vote by a majority of the faculty who count
- 55                 toward a quorum.
- 56           b. In the event that approval of the proposed amendment by a majority of the faculty who
- 57                 count toward a quorum is not obtained at the second meeting, an electronic ballot may be
- 58                 authorized at the second meeting by a majority of those present who count towards a
- 59                 quorum. If an electronic ballot occurs, an affirmative vote by sixty percent of the faculty
- 60                 who count toward a quorum will be required to pass the amendment.
- 61           3. Approval of the Board of Trustees
- 62           a. Amendments to these bylaws that have been approved by the faculty shall be forwarded
- 63                 to the Dean of Faculty, who will make a recommendation to the President.
- 64           b. The President will, in turn, make a recommendation to the Board of Trustees for its
- 65                 consideration and the bylaws shall become effective if board approval is given.
- 66

## 67 II. Academic Organization

### 68 A. The Vice President for Academic Affairs and Dean of Faculty

- 69           1. The Vice President for Academic Affairs (VPAA) and Dean of Faculty (hereafter referred to
- 70                 as Dean of Faculty) is the chief academic officer of the College and provides leadership in all
- 71                 areas related to the academic life of the College.
- 72           2. The Dean of the Faculty is selected upon final recommendation of the President to the Board.
- 73           3. Appointment of the Dean of Faculty

74           When a vacancy occurs in the Office of the Dean of Faculty, the President of the College

75           shall so announce to the College community and consult with the Faculty Senate and follow

76           the procedure for the selection of a new Dean of Faculty as outlined below:

#### 77 a. Initial Meeting

78           Upon becoming aware of a vacancy or potential vacancy in the position of the Dean of

79           Faculty, the President shall meet with the Faculty Senate. After consultation with the

80           Faculty Senate, the President shall determine whether an Interim Dean of Faculty should

81           be appointed or if a search should ensue.

#### 82 b. Search Committee

##### 83 1) Selection and Make-up of the Committee

84           The Search Committee shall consist of the President, two members of the College

85           community selected by the President and four faculty members selected by the

86           faculty. Once notified of an impending search, the Faculty Senate shall convene a

87           special faculty meeting at which four members of the seven-member committee shall

88           be selected by the faculty, with no two members elected from the same department.

##### 89 2) Duties of the Search Committee

90           The Search Committee shall solicit and review applications and interview candidates.

91           The Search Committee shall then recommend acceptable candidates to the President.

92           The President shall recommend one of the proposed candidates to the Board of

93           Trustees or direct the Search Committee to re-open the search and submit further

94           candidates.

- 95 4. Evaluation of the Dean of Faculty  
96 The President shall conduct an annual evaluation of the Dean of Faculty. Prior to conducting  
97 the evaluation of the Dean of Faculty, the President shall meet with the Faculty Senate. At  
98 that meeting the Faculty Senate shall provide the President, either orally or in writing, with an  
99 evaluation of the Dean of Faculty. All discussions and written material presented at that  
100 meeting shall remain confidential.
- 101 5. Removal of the Dean of Faculty  
102 At any time, the President or three-fourths of the full-time faculty members may express their  
103 lack of confidence in the Dean of Faculty to the Board of Trustees. If the board concurs, the  
104 Dean of Faculty shall relinquish office and be allowed to serve on the faculty for at least three  
105 years.
- 106 B. Academic Programs
- 107 1. Unless otherwise stated, the term “academic program” or “program” shall refer to an  
108 approved curriculum resulting in Maryland Higher Education Commission - recognized  
109 credentials (a major or a minor). The term “department” shall refer to an administrative unit,  
110 comprising faculty delivering one or more programs of study.
- 111 2. Academic departments are organized into three divisions, each of which elect divisional  
112 senators and committee representatives, and are supported by a specific Associate Dean of  
113 Faculty.
- 114 3. Authorities and Responsibilities of Academic Programs
- 115 a. For purposes of instruction, program, budget, and evaluation, the faculty is organized into  
116 academic programs consisting of discipline-based departments and cross-disciplinary  
117 programs.
- 118 b. The academic program is responsible for the development, execution, review, and  
119 assessment of its curriculum and policies.
- 120 c. Each academic department is administered by a department chair who leads the  
121 department faculty and oversees its programs.
- 122 1) The department faculty consists of all persons occupying full-time teaching positions  
123 (including visiting and term positions) and persons occupying lecturer positions  
124 assigned to the department.
- 125 2) The department faculty may invite members of the professional staff and part-time  
126 faculty who contribute to department programs to participate in decisions on  
127 curriculum and policy matters.
- 128 d. Each cross-disciplinary program is administered by a program coordinator who leads a  
129 steering committee of faculty members.
- 130 1) The Steering Committee for a cross-disciplinary program may consist of all faculty  
131 members who are affiliated with that program or may be an elected subgroup of  
132 affiliated faculty.
- 133 2) The program faculty may invite members of the professional staff and part-time  
134 faculty who contribute to the program to participate in decisions on curriculum and  
135 policy matters.
- 136 C. Department Chairs and Program Coordinators
- 137 1. The Responsibilities of the Department Chair and Program Coordinators
- 138 a. Department chairs and program coordinators provide leadership for their programs,  
139 coordinate and evaluate the work of the faculty and staff in their programs and represent  
140 their programs’ interests in the College and beyond.
- 141 2. Appointment procedures for Department Chairs and Program Coordinators

- 142 a. The department chair or program coordinator must be a full-time faculty member and  
143 should be a tenured member of the program at the time of appointment to the position.  
144 b. When a department chair or coordinator vacancy is anticipated, program faculty shall  
145 meet to discuss their needs and elect a candidate whose name will be forwarded to the  
146 Dean of Faculty for consideration.  
147 c. The Dean of Faculty shall either make the appointment or meet with the department to  
148 resolve differences.  
149 d. In case a chair or coordinator becomes unable, unwilling, or is found to be unfit to serve a  
150 full term of appointment, the Dean of Faculty will initiate the selection of a new chair or  
151 coordinator.  
152 e. The typical term for a chair or coordinator is four years, which may be renewed following  
153 the procedure outlined above. Chairs and coordinators remain on a ten-month faculty  
154 contract and may receive additional remuneration for the service as department chair  
155 and/or course equivalency as necessary depending on the size and /or complexity of the  
156 program.

157 D. Faculty

- 158 1. The faculty of St. Mary's College of Maryland shall consist of:  
159 a. all persons occupying tenured and tenure-track positions;  
160 b. all persons occupying lecturer, visiting, term, or adjunct positions;  
161 c. the Associate Deans of Faculty who are appointed from the faculty;  
162 d. the Associate Vice President for Academic affairs who is appointed from the faculty;  
163 e. the Dean of Faculty;  
164 f. the President;
- 165 2. Academic Decision-Making  
166 a. To exercise its responsibility, the faculty formulates recommendations through the  
167 academic decision-making procedures specified in these bylaws.  
168 b. When a faculty recommendation has been finalized, it is transmitted to the Dean of  
169 Faculty for action. The Dean of Faculty will either act upon the recommendation or  
170 recommend a different course of action to the President.  
171 c. The President, in turn, may either act upon the Dean of Faculty's recommendation or  
172 recommend a different course of action to the Board of Trustees.  
173 d. Actions or recommendations of the Dean of Faculty that are adverse to the faculty's  
174 recommendation may be appealed by the Faculty Senate to the President; actions or  
175 recommendations of the President that are adverse to the faculty's recommendation may  
176 be appealed by the Faculty Senate to the Board of Trustees.
- 177 3. Responsibility of the Faculty  
178 a. The faculty has primary responsibility for recommendations on the academic affairs of  
179 the College through the delegated functions of formulating policy proposals and  
180 recommending courses of action to the Dean of Faculty who will recommend a course of  
181 action to the President of St. Mary's College of Maryland. This responsibility shall  
182 include, but not be limited to:  
183 1) The academic objectives of the College;  
184 2) The curriculum, including the subject matter and methods of instruction;  
185 3) The standards and policies governing admission to the College, graduation from the  
186 College, and continuing matriculation at the College;  
187 4) The recruitment, evaluation, and development of the faculty;  
188 5) The long-range academic development of the College;

- 189                   6) The allocation of educational resources; and  
190                   7) Those aspects of student life that are related to the educational process.
- 191           b. On matters that are the primary responsibility of the faculty, including those enumerated  
192           above, the Dean of Faculty is given deference. The power of review or final decision,  
193           however, is lodged in the Board of Trustees or delegated by it to the President in all  
194           circumstances. Reasons for any decisions of the President and/or the Board that are  
195           adverse to faculty recommendations shall be communicated to the faculty.
- 196   4. Faculty Appointment Procedures
- 197    a. General
- 198          1) Most faculty positions are awarded to an academic department, but positions can also  
199          be awarded to a cross-disciplinary program or awarded jointly. For positions in  
200          which a faculty member is appointed jointly to two or more academic programs  
201          (departments and/or cross-disciplinary programs), hiring procedures shall adhere to  
202          those specified for positions within a single program unless otherwise specified in  
203          these Bylaws.
- 204          2) The Dean of Faculty will call for faculty line requests periodically, usually on an  
205          annual basis. The Academic Planning Committee will recommend allocation of  
206          faculty line positions to the Faculty Senate, which will make its recommendation to  
207          the Dean of Faculty.
- 208          3) Each full-time faculty member at St. Mary's College of Maryland will serve in one of  
209          the four ranks: professor, associate professor, assistant professor, instructor. Each  
210          lecturer will serve in one of three ranks: lecturer, senior lecturer, master lecturer. It is  
211          expected that most faculty members will be either on tenured or on tenure-track  
212          appointments with contracts appropriate to their rank.
- 213          4) Appointment of full-time faculty members shall be made by the President.
- 214          5) Special appointments of faculty members may be made between Board meetings by  
215          electronic mail ballot or by specific authorization to the President to fill a particular  
216          vacancy.
- 217          6) As outlined above, this policy does not apply to appointment of non-tenure track  
218          positions.
- 219    b. Search and Hiring Procedures for Full-Time Teaching Faculty
- 220          1) The search committee for a position assigned to a single academic program shall  
221          typically be composed of the program chair or coordinator, one or two faculty  
222          members selected by the program faculty, and one faculty member from outside the  
223          program. The chair of the committee shall normally be the program chair or  
224          coordinator. For positions designed to be joint appointments, the search committee  
225          shall be composed of each program chair or coordinator, one faculty member elected  
226          by the faculty within each program, and one faculty member from outside the  
227          programs. The chair of the search committee shall normally be one of the program  
228          chairs or coordinators, chosen by the Dean of Faculty.
- 229          2) After conducting its search and consulting with program faculty, the search  
230          committee will make a recommendation, which the chair will communicate to the  
231          Dean of Faculty who, in turn, will make a recommendation to the President. In the  
232          event that the Dean of Faculty or the President does not concur with the  
233          recommendation of the search committee, the search committee will meet with the  
234          Dean of Faculty or the President and then make another recommendation.



- 235 3) Faculty contracts are extended by the President on the basis of recommendations by  
236 the department chair and the Dean of Faculty. The President informs the Board of  
237 Trustees of all successful hires .
- 238 4) Each appointment of a faculty member is validated by a formal written contract  
239 between the appointee and the College.
- 240 5) The contract will state the rank, salary, length of agreement, and other considerations  
241 of appointment. In the case of a joint appointment, the contract will clearly state the  
242 expectations for work within each program and the means by which the faculty  
243 member will be evaluated. A memorandum of understanding (MOU) may be used to  
244 provide details of the appointment. In such cases the MOU shall be agreed to and  
245 signed by the appointee, each program chair or coordinator, and the Dean of Faculty.  
246 The conditions of the MOU must be consistent with the Faculty Bylaws. A copy of  
247 the contract is presented to each prospective faculty member prior to acceptance of  
248 the offered appointment.
- 249 6) The contract will be in the possession of both the College and the appointee before  
250 the appointment is consummated.
- 251 7) The signed acceptance of the offered contract constitutes an obligation of the  
252 appointee to be bound by all terms of the contract. The signature of the President of  
253 the College will signify the institution's commitment to the contract.
- 254 8) The appointment is made upon the recommendation of the Dean of Faculty to the  
255 President and the President to the Board of Trustees.

256 c. Appointment Types

257 1) Temporary appointments (Non-Lecturer)

- 258 a) The rank of temporary faculty members will be determined using the same  
259 criteria for appointing tenured or tenure-track faculty to a rank, with the  
260 exception of criteria for service to the College.
- 261 b) Visiting appointments are typically full-time appointments made to replace  
262 faculty on leave or when the College has been unable to fill a tenure-track or a  
263 tenured position. Normally, a faculty member will serve in a visiting capacity for  
264 one to three years.
- 265 c) Term appointments are typically one- or three-year full-time appointments that  
266 may be renewed for a total stay at the College normally not to exceed six years.  
267 Term appointments are made for positions that are not suited for a tenure-track  
268 appointment or where it is undesirable to make a tenure-track appointment due to  
269 current staffing patterns or expected enrollment or program changes.
- 270 d) Adjunct faculty typically teach part-time, offering expertise to supplement the  
271 available expertise of the program faculty. Adjunct appointments are made as  
272 needed, typically one semester at a time.

273 2) Lecturer Appointments

- 274 a) The Lecturer title series is reserved for instructional positions with an increased  
275 emphasis on teaching. Positions within the Lecturer title series carry modest  
276 expectations of scholarly activity directed at academic and professional currency.  
277 Modest service to the College beyond basic departmental citizenship is valued  
278 but not required for these positions.
- 279 b) Faculty employed within the Lecturer title series are not eligible for tenure  
280 regardless of their length of service to the College. In the event that a faculty  
281 member in the Lecturer series applies for and accepts a tenure-track faculty

- 282 position, time spent in the Lecturer title series shall not be counted toward any  
283 portion of a tenure-track probationary period.
- 284 c) Lecturer appointments must be at least half-time and are 10-month appointments.  
285 All appointment policies are expressed in terms of full-time equivalent years of  
286 service. Summer teaching assignments (unless in lieu of academic-year teaching  
287 assignments) and overload assignments do not count toward full-time equivalent  
288 years of service. One academic year of full employment is considered 1.0 full-  
289 time equivalent years of service.
- 290 3) Tenure-Track and Tenured Appointments
- 291 a) Tenure track. A person appointed to a tenure-track position receives  
292 probationary employment that may lead to tenure, subject to the procedures,  
293 guidelines, and standards described in these bylaws.
- 294 b) Tenured. Persons who have been granted tenure may expect continuous  
295 employment at St. Mary's College of Maryland subject to the conditions outlined  
296 below in dismissal for cause (Section IV.L.).
- 297 4) Emeritus and Emerita Rank
- 298 a) The rank of Professor Emeritus or Professor Emerita (hereafter referred to as  
299 Professor Emerit) is a distinct honor that may be conferred only upon those  
300 faculty members who retire from the College, after having distinguished  
301 themselves through sustained high quality of teaching and service to students,  
302 scholarly achievement, and service to the College. Faculty are eligible for  
303 nomination for Emerit status if they have served at least ten years at St. Mary's  
304 College and have attained the rank of Professor by the time of retirement. The  
305 rank exists to recognize outstanding accomplishment and loyalty to the College  
306 and to provide the opportunity for continuing institutional affiliation after formal  
307 retirement.
- 308 b) The Board of Trustees may waive these criteria to permit the awarding of Emerit  
309 rank to faculty members of distinguished achievement.
- 310 c) The following procedures shall be followed in awarding the Emerit rank to  
311 faculty members of distinguished achievement:
- 312 i) A candidate for Emerit rank must be recommended by a majority of the  
313 full-time teaching faculty members of the department. The  
314 recommendation is forwarded, in writing and with supporting reasons, to  
315 the Dean of Faculty.
- 316 ii) The Dean of Faculty makes a recommendation to the President who, in  
317 turn, makes a recommendation to the Board of Trustees for the  
318 appointment.
- 319 d) The following privileges shall accrue to holders of the rank of Professor Emerit:
- 320 i) They, their spouses and dependents shall have full access to the physical  
321 facilities of the College, consistent with the privileges of a full-time faculty  
322 member.
- 323 ii) They shall be entitled to access to campus information technology  
324 infrastructure including electronic mail and campus network access.
- 325 iii) Whenever possible, they shall be provided with office space.
- 326 iv) They shall be entitled to a mailbox in an appropriate office and the same  
327 mailing privileges for professional correspondence as a full-time faculty  
328 member.

- 329 v) They shall have access to secretarial services on a time-available basis, as  
330 determined by the Dean of Faculty.
- 331 vi) They, their spouses and dependents shall receive the same discount for all  
332 College events and productions as received by full-time faculty members.
- 333 vii) They shall be entitled to use the name of the College as an institutional  
334 affiliation on grant proposals, fellowship applications, publications,  
335 exhibits, etc., subject to the same restrictions and regulations as for full-  
336 time faculty members.
- 337 viii) They may be invited to serve in an advisory capacity on College  
338 committees, at the discretion of the Dean of Faculty or the President.  
339

### 340 III. Organization of the Faculty for Governance

#### 341 A. General Organization of the Faculty

- 342 1. For purposes of considering, evaluating, and recommending proposals for policies and  
343 programs commensurate with the responsibility of the whole faculty, the faculty is organized  
344 into standing committees and ad hoc committees.
- 345 2. A Faculty Senate serves as the executive committee of the faculty.

#### 346 B. Process for Policy and Program Proposals

- 347 1. The faculty relies on faculty committees to consider proposals within their areas of  
348 responsibility. In considering proposed policies, the committees are to consult thoroughly  
349 with all interested persons in the College community.
- 350 2. All policy proposals of faculty committees must be considered and acted upon by the Faculty  
351 Senate and, where appropriate, by the faculty. However, as a general rule, neither the Faculty  
352 Senate nor the faculty should undertake extensive modifications of committee  
353 recommendations. Instead, if the Faculty Senate or the faculty conclude that extensive  
354 modifications of committee recommendations are necessary, the proposals should be returned  
355 to the appropriate committee for further consideration.
- 356 3. When the faculty recommendation has been formulated and approved by the Faculty Senate  
357 or the faculty, that recommendation will be forwarded to the Dean of Faculty. The Dean of  
358 Faculty will either act upon the recommendation or recommend a course of action to the  
359 President of the College. The President, in turn, may either act upon the Dean of Faculty's  
360 recommendation or recommend a course of action to the Board of Trustees. Actions or  
361 recommendations of the Dean of Faculty which are adverse to the faculty's recommendation  
362 may be appealed by the Faculty Senate to the President of the College; actions or  
363 recommendations of the President which are adverse to the faculty's recommendation may be  
364 appealed by the Faculty Senate to the Board of Trustees.

#### 365 C. The Faculty Senate

##### 366 1. Duties

- 367 a. The Faculty Senate shall serve as the executive committee of the faculty, and the Faculty  
368 Senate President and Vice President shall represent the faculty in deliberations with  
369 officers of the College and the Board of Trustees. The Faculty Senate provides for the  
370 participation of the faculty in committee assignments and other appointments. It shall  
371 have the authority to establish ad hoc committees for particular purposes, but all such  
372 committees shall be of limited duration. The Faculty Senate receives reports from all  
373 committees of the faculty, from such ad hoc committees as it may establish, and from  
374 College officers responsible for the administration of academic support programs. In

- 375 consequence of these reports, the Faculty Senate will determine the appropriate course of  
376 action.
- 377 b. The Faculty Senate shall advise the President of the Faculty Senate on matters to be  
378 included in the agenda for faculty meetings.
- 379 c. The Faculty Senate shall have the power to interpret these bylaws consistent with the  
380 College Bylaws and the Education Article of the Maryland Code Annotated, Section 14-  
381 401, et seq

## 382 2. Membership

- 383 a. Full-time faculty members who do not hold full-time administrative positions and who  
384 have served at least two years on a tenured or tenure-track appointment at the College are  
385 eligible to serve on the Faculty Senate. Program chairs normally are not eligible to serve  
386 on Faculty Senate. The Faculty Senate shall consist of the following members:
- 387 1) Faculty Senate President.
  - 388 2) Faculty Senate Vice President.
  - 389 3) Faculty Senate Secretary.
  - 390 4) One senator shall be elected from each division by simple majority of the faculty  
391 members in that division.
  - 392 5) Two senators elected at-large by the faculty.
- 393 b. If no pre-tenure faculty member is elected to serve on the Faculty Senate by the divisions,  
394 one of the at-large senator positions shall be designated for a pre-tenure faculty person.
- 395 c. In addition to the senators, the Dean of Faculty and/or a designee of the Dean of Faculty  
396 will serve with the Faculty Senate, without vote. A student representative to the Faculty  
397 Senate, to serve with the Faculty Senate without vote, will be designated by the Student  
398 Government Association.
- 399 d. Executive sessions of the Faculty Senate shall consist only of voting members of the  
400 Faculty Senate, with others attending at the discretion of the Faculty Senate.

## 401 3. Election of Faculty to the Faculty Senate

- 402 a. At least one month before at-large faculty elections, the Faculty Senate will inform  
403 divisions of expiring terms on the senate and request divisional election of a senator.
- 404 b. At least one week prior to the faculty meeting scheduled for spring elections, the Faculty  
405 Senate shall distribute to the voting faculty the names of the senators elected by the  
406 divisions and the nominees received for President, Vice President, and Secretary of the  
407 Faculty Senate, at-large senators, faculty representatives to Board of Trustee committees,  
408 parliamentarian of the faculty, and at-large senate committee members.
- 409 c. At a faculty meeting to be started no earlier than halfway through the spring semester and  
410 to be completed no later than one week prior to the end of the spring semester, the faculty  
411 shall hold elections to fill any expiring terms among the Faculty Senate President, Vice-  
412 President, Secretary, at-large senators, faculty representatives to Board of Trustee  
413 committees, and parliamentarian. Nominations from the floor will be permitted for each  
414 position. Voting shall be by secret ballot if requested. A majority of those present and  
415 voting is required for election. In the absence of such a majority, the faculty will proceed  
416 immediately to a ballot between the two candidates with the largest number of votes.
- 417 d. The faculty shall elect, to fill expiring terms, in this order:
- 418 1) First, one member of the faculty is elected as President of the Faculty Senate;
  - 419 2) Second, a member of the faculty is elected as Vice-President of the Faculty Senate;
  - 420 3) Third, a member of the faculty is elected as Secretary of the Faculty Senate;
  - 421 4) Fourth, at-large senators are elected;

- 422 5) Fifth, the faculty elects faculty representatives to the Board of Trustee committees;  
423 6) Sixth, the parliamentarian of the faculty is elected; and  
424 7) Finally, the at-large senate committee members are elected.
- 425 e. Unless provided for elsewhere in these bylaws, the elected members of the Faculty  
426 Senate shall serve three-year terms beginning with the start of the fall semester. The  
427 terms of the members shall be arranged so that one third are elected each year. The terms  
428 of the Faculty Senate President, Vice President, and Secretary shall be three years  
429 beginning with the start of the fall semester.
- 430 f. If it becomes necessary to fill the unexpired term of a senator to the Faculty Senate, it  
431 shall be the responsibility of the division, if a divisional senator, or the Faculty Senate, if  
432 an at-large senator, to provide for a special election within four weeks of the time the  
433 vacancy occurs.

#### 434 4. The President of the Faculty Senate

- 435 a. The Faculty Senate President is elected by the faculty to serve as the executive officer of  
436 the Faculty Senate to represent the faculty to the administration and Board of Trustees.
- 437 b. Duties: As the executive officer of the Faculty Senate, the duties of the Faculty Senate  
438 President are:
- 439 1) To attend the meetings of the Academic Affairs Committee of the Board of Trustees  
440 and shall participate in the manner prescribed by the College Bylaws;
  - 441 2) To preside over meetings of the faculty and to prepare and distribute the agenda for  
442 those meetings;
  - 443 3) To preside over meetings of the Faculty Senate and to prepare and distribute the  
444 agenda for those meetings;
  - 445 4) To coordinate faculty elections;
  - 446 5) To refer matters to appropriate committees;
  - 447 6) To represent the faculty in meetings of administrative councils;
  - 448 7) To serve as the faculty representative to the Board of Trustees; and  
449 8) To attend meetings of the Program Chairs.
- 450 c. Vacancy. If it becomes necessary to fill the unexpired term of the Faculty Senate  
451 President, it shall be the responsibility of the Faculty Senate to provide for a special  
452 election within four weeks of the time the vacancy occurs.
- 453 d. Compensation. During each semester in office, the Faculty Senate President shall receive  
454 a reduction of teaching responsibilities equivalent to one four-credit course.

#### 455 5. Vice President of the Faculty Senate

- 456 a. Duties
- 457 1) To assume the duties of the Faculty Senate President in the absence of the Faculty  
458 Senate President; and
  - 459 2) To attend the meetings of the Academic Affairs Committee of the Board of Trustees  
460 and shall participate in the manner prescribed by the College Bylaws.
- 461 b. Vacancy. If it becomes necessary to fill the unexpired term of the Faculty Senate Vice  
462 President, it shall be the responsibility of the Faculty Senate to provide for a special  
463 election within four weeks of the time the vacancy occurs.

#### 464 6. Secretary of the Faculty Senate

- 465 a. Duties
- 466 1) To assume the duties of the Faculty Senate Vice President in the absence of the  
467 Faculty Senate Vice President;

- 468 2) To assist the Faculty Senate President with archiving the Faculty Senate meeting  
469 minutes;
- 470 3) To review annually the Faculty Bylaws for compliance and for necessary updates,  
471 reporting findings to the Faculty Senate; and
- 472 4) To oversee any updates to the Faculty Bylaws and their subsequent distribution and  
473 archiving.
- 474 b. Vacancy. If it becomes necessary to fill the unexpired term of the Faculty Senate  
475 Secretary, it shall be the responsibility of the Faculty Senate to provide for a special  
476 election within four weeks of the time the vacancy occurs.
- 477 7. The Faculty Representatives to the Board of Trustees Committees
- 478 a. The Faculty Representatives to Board of Trustee Committees are tenured or tenure-track  
479 faculty members elected by the faculty to advise the Dean of Faculty, to report back to  
480 the faculty the discussions and actions undertaken by the Board committee they  
481 represent, and to represent faculty interests to the Board of Trustees.
- 482 b. The faculty shall elect Faculty Representatives to Board of Trustee Committees to each  
483 serve a term of three years, beginning with the start of the fall semester.
- 484 c. If it becomes necessary to fill the unexpired term of any of the Faculty Representatives to  
485 Board of Trustee Committees, it shall be the responsibility of the Faculty Senate to  
486 provide for a special election within four weeks of the time the vacancy occurs.
- 487 d. The Faculty Finance Delegate
- 488 1) The Faculty Finance Delegate is a voting member of the Finance, Investment, and  
489 Audit Committee of the Board of Trustees per College Bylaws.
- 490 2) Duties are to report in a timely fashion to the faculty or the Faculty Senate on fiscal  
491 and budgetary matters pertaining to the academic sector; to consult with the Dean of  
492 Faculty and Vice President for Business and Chief Finance Officer on fiscal and  
493 budgetary matters, and to attend the meetings of the Finance, Investment, and Audit  
494 Committee of the Board of Trustees and participate in the manner prescribed by the  
495 College Bylaws.
- 496 e. The Admission and Financial Aid Faculty Representative
- 497 1) Duties are to report in a timely fashion to the faculty or the Faculty Senate on matters  
498 relating admission and enrollment; to consult with the Dean of Faculty and the Vice  
499 President for Enrollment Management on standards for admission, scholarships, and  
500 size and diversity of the entering class, and to attend the meetings of the Admission  
501 and Financial Aid Committee of the Board of Trustees and participate in the manner  
502 prescribed by the College Bylaws.
- 503 f. The Technology, Buildings, and Grounds Faculty Representative
- 504 1) Duties are to report in a timely fashion to the faculty or the Faculty Senate on matters  
505 relating to academic facilities and resources including buildings, computing, and  
506 library services; to advise the Dean of Faculty and Vice President for Business and  
507 Chief Finance Officer on facilities and resources, and to attend the meetings of the  
508 Technology, Buildings, and Grounds Committee of the Board of Trustees and  
509 participate in the manner prescribed by the College Bylaws.
- 510 g. The Campus Life Faculty Representative
- 511 1) Duties are to report in a timely fashion to the faculty or the Faculty Senate on  
512 matters pertaining to student life; to advise the Dean of Faculty, Vice President  
513 for Equity and Strategic Initiatives, and the Vice President for Student Affairs on  
514 campus life matters, and to attend the meetings of the Campus Life Committee of

- 515 the Board of Trustees and participate in the manner prescribed by the College  
516 Bylaws.
- 517 h. The Institutional Advancement Faculty Representative
- 518 1) Duties are to report in a timely fashion to the faculty or the Faculty Senate on matters  
519 pertaining to fundraising and marketing; to advise the Dean of Faculty and the Vice  
520 President for Advancement on matters related to institutional advancement, and to  
521 attend the meetings of the Institutional Advancement Committee of the Board of  
522 Trustees and participate in the manner prescribed by the College Bylaws.
- 523 i. The Academic Affairs Faculty Representative
- 524 1) The President of the Faculty Senate serves as the Faculty Representative to the  
525 Academic Affairs Committee of the Board of Trustees.
- 526 2) Duties are to report in a timely fashion to the faculty or the Faculty Senate on matters  
527 pertaining to academic affairs via written and verbal report; to advise the Dean of  
528 Faculty on academic matters, and to attend the meetings of the Academic Affairs  
529 Committee of the Board of Trustees and participate in the manner prescribed by the  
530 College Bylaws.
- 531 8. Parliamentarian of the Faculty
- 532 a. The faculty shall elect a parliamentarian to serve a three-year term, beginning with the  
533 start of the fall semester.
- 534 b. Duties
- 535 1) To advise the person presiding at meetings of the faculty on the correct parliamentary  
536 procedure; and
- 537 2) To advise the Faculty Senate President, or other members of the faculty, on issues of  
538 parliamentary procedure.
- 539 c. Vacancy. If it becomes necessary to fill the unexpired term of the parliamentarian of the  
540 faculty, it shall be the responsibility of the Faculty Senate to provide for a special election  
541 within four weeks of the time the vacancy occurs.
- 542 9. Faculty Committee Structure
- 543 a. General Provisions
- 544 1) Membership on standing committees of the faculty shall be restricted to tenured and  
545 tenure-track faculty who are full-time teaching faculty. Unless otherwise specified,  
546 faculty members may serve on no more than one standing committee at a time.
- 547 2) Membership on standing committees shall be elected by the division, if a divisional  
548 representative, or by the faculty, if an at-large representative.
- 549 3) Unless otherwise specified, appointments to all committees are for three years,  
550 renewable for a second term for a maximum of six years of continuous service on a  
551 particular committee. The terms of faculty members on all committees, where  
552 possible, should be staggered.
- 553 4) Any vacancies that occur in a committee's membership shall be elected by the body  
554 that originally elected that committee member. For the purpose of calculating  
555 continuous years of service on a particular committee, the completion of an  
556 unexpired term is not counted as one of the two terms of service for the faculty  
557 member completing the term.
- 558 5) Terms of service on faculty committees begin at the start of the fall semester. The  
559 Faculty Senate will designate one committee member to convene the first meeting of  
560 the committee, at which time a chair will be elected. A quorum for the purpose of

- 561 doing business shall consist of a majority of the voting members, exclusive of student  
562 members.
- 563 6) Administrative representation to appropriate committees is provided for in these  
564 bylaws and generally will occur after consultation of the Faculty Senate and the Dean  
565 of Faculty. Unless otherwise provided for, these representatives do not vote and shall  
566 not be counted in determining quorums.
- 567 7) Student representation to appropriate committees as provided for in these bylaws.  
568 The Student Government Association nominates these representatives. Student  
569 members shall not be counted in determining quorums.
- 570 8) College officers who wish faculty representation on special administrative  
571 committees should seek the advice of the Faculty Senate.
- 572 b. Types of Committees
- 573 1) Ad Hoc Committees. Ad hoc faculty committees may be established from time to  
574 time by the Faculty Senate to consider specific issues that do not clearly fall under  
575 the jurisdiction of any committee as established by these bylaws. These committees  
576 will exist for clearly defined times.
- 577 2) Standing Committees. Standing committees make recommendations regarding  
578 programs of the faculty within their area of jurisdiction. All standing committees of  
579 the faculty shall be responsible to the Faculty Senate; their recommendations with  
580 supporting information shall be conveyed in writing by the committee chair.
- 581 c. All proposals for committee action shall be submitted by the Faculty Senate in writing to  
582 the appropriate committee chairperson.
- 583 10. Faculty Senate Committees
- 584 a. The following are the standing committees of the Faculty Senate:
- 585 1) Academic Planning Committee  
586 2) Academic Policy Committee  
587 3) Curriculum Review Committee  
588 4) Faculty Issues Committee  
589 5) Faculty Inclusion, Diversity, and Equity Committee  
590 6) Teaching and Assessment Committee
- 591 b. Academic Planning Committee
- 592 1) For issues related to traditional academic planning matters such as allocation of  
593 academic lines, the Academic Planning Committee will be constituted.
- 594 2) The committee membership shall consist of:
- 595 a) one faculty member elected by each division, at least one of whom shall be a pre-  
596 tenure faculty member.
- 597 b) an at-large faculty member may also be elected if deemed necessary by the  
598 Faculty Senate.
- 599 c) the Dean of Faculty or their designee serves with the committee without vote.
- 600 3) Functions of the Academic Planning committee
- 601 a) to analyze the existing state of undergraduate and post-baccalaureate education  
602 both internal and external to the College, and project trends
- 603 b) to review plans for the development of the academic program of the College,  
604 evaluate progress in meeting the objectives of such plans, and consider the  
605 implications, financial and otherwise, of various strategies for development
- 606 c) to recommend to the Dean of Faculty and senate the allocation of faculty lines  
607 and faculty support positions



- 608 d) to review the progress of all developing academic programs, new academic  
609 initiatives, and results of external program reviews
- 610 e) to recommend actions to the Dean of Faculty and report their recommendations  
611 to the Faculty Senate.
- 612 c. Academic Policy Committee
- 613 1) Membership
- 614 a) one faculty member elected by each division.
- 615 b) an at-large faculty member may also be elected if deemed necessary by the  
616 Faculty Senate.
- 617 c) one student, appointed by the Faculty Senate, serves on the committee with vote.
- 618 d) the Registrar of the College or their representative serves with the committee  
619 without vote.
- 620 e) the Dean of Faculty or their designee serves with the committee without vote.
- 621 2) Functions
- 622 a) To review and recommend to the Faculty Senate academic policies for all courses  
623 and programs at the College offered on or off campus during the regular terms  
624 and the summer term. Specifically, the areas of responsibility include the  
625 following policy matters: calendar and schedules; academic advising; class  
626 attendance; examinations; academic probation and dismissal; class status;  
627 transfer, advanced placement, and credit by examination; graduation with honors;  
628 and academic dishonesty.
- 629 b) To review all cases of an academic nature for which policy has not been stated  
630 and to make recommendations to the Faculty Senate
- 631 c) To participate in the review of all cases of academic dismissal, alongside relevant  
632 staff members, and make recommendations to the Dean of Faculty or their  
633 representative.
- 634 d) To review student requests for exceptions to degree requirements or other  
635 academic policies and make recommendations to the Dean of Faculty or their  
636 representative.
- 637 d. Curriculum Review Committee
- 638 1) Membership
- 639 a) one faculty member elected by each division.
- 640 b) an at-large faculty member may also be elected if deemed necessary by the  
641 Faculty Senate.
- 642 c) one student, appointed by the Faculty Senate, serves on the committee with vote.
- 643 d) the Registrar of the College or their representative serves with the committee  
644 without vote.
- 645 2) Functions
- 646 a) To review proposed additions, deletions, and changes to the curricular  
647 requirements and course offerings of all components of the academic program of  
648 the College, and to make recommendations for action to the Faculty Senate
- 649 b) To review the course offerings and curricular requirements of all proposed  
650 academic programs of the College, and of existing programs of the College as the  
651 need arises, and to make recommendations to the Faculty Senate
- 652 c) To periodically review curricular requirements and assessment procedures and  
653 outcomes for all academic programs of the College
- 654 d) To review and approve proposed student-designed majors.

- 655 e) To establish and publish deadline dates and procedures for the submission of  
656 proposed revisions or additions to the curriculum of the College
- 657 e. Faculty Issues Committee
- 658 1) Membership
- 659 a) one faculty member elected by each division.
- 660 b) an at-large faculty member may also be elected if deemed necessary by the  
661 Faculty Senate.
- 662 c) the Dean of Faculty or their representative serves with the committee without  
663 vote.
- 664 2) Functions
- 665 a) To review policies related to faculty hiring, promotion and tenure. This is not  
666 evaluative but rather a review of the policies surrounding the hiring, promotion  
667 and tenure processes.
- 668 b) To review standards, policies, and guidelines related to compensation including  
669 merit evaluation, equity adjustment, benefits and retirement.
- 670 c) To periodically review all policies related to faculty and comparison to peer  
671 institutions.
- 672 f. Faculty Inclusion, Diversity, and Equity Committee
- 673 1) Membership
- 674 a) one faculty member elected by each division.
- 675 b) the Dean of Faculty or their representative serves with the committee without  
676 vote.
- 677 2) Functions
- 678 a) To review College policies and practices that impact the recruitment, support,  
679 and retention of historically underrepresented faculty and to recommend changes  
680 and develop policies for improvement; and to collaborate with the Vice President  
681 for Equity and Strategic Initiatives as well as various committees, offices,  
682 administrators, departments, and programs to address inclusion, diversity, and  
683 equity issues of importance to faculty.
- 684 g. Teaching and Assessment Committee
- 685 1) Membership
- 686 a) one faculty member elected by each division.
- 687 b) the Dean of Faculty or their representative serves with the committee without  
688 vote.
- 689 2) Functions
- 690 a) To review policies and practices related to the assessment of student learning  
691 within the academic programs and to recommend changes for improvement; and  
692 to collaborate with Academic Affairs on the collection and dissemination of  
693 student learning outcomes assessment data in order to improve teaching and  
694 learning.
- 695 D. Meetings
- 696 1. Individuals Eligible to Vote
- 697 a. all persons occupying tenured, tenure-track, lecturer, or full-time temporary appointments
- 698 b. Associate Deans who are appointed from the faculty
- 699 c. Associate Vice President for Academic Affairs who is appointed from the faculty
- 700 d. Dean of Faculty of the College
- 701 e. President of the College

- 702 f. all full-time college employees teaching at least four credit hours in the current semester.
- 703 2. Meetings of the Faculty and Faculty Senate
- 704 a. Rules of Procedure
- 705 1) Meetings of all groups formed under these bylaws shall be open to all members of the
- 706 College community. However, any such group may convene executive sessions
- 707 subject to the State of Maryland open meeting law.
- 708 2) All meetings held under these bylaws shall be governed by the procedures described
- 709 in Robert's Rules of Order, Revised.
- 710 b. Faculty Meetings
- 711 1) The faculty shall meet at least once each semester.
- 712 2) The president of the Faculty Senate will coordinate:
- 713 a) approval of meeting schedules and agendas by the Faculty Senate.
- 714 b) communicating the agenda to the faculty so that faculty members shall receive
- 715 written notice of a faculty meeting and an agenda for the meeting not later than
- 716 three full working days prior to the day scheduled for the meeting.
- 717 c) compilation, in consultation with the department chairs, and approval of the
- 718 voting list at the first faculty meeting of each semester.
- 719 3) Upon the request of at least twenty percent of the voting faculty, the president of the
- 720 Faculty Senate shall call a faculty meeting not later than one week from the
- 721 submission of the petition.
- 722 4) A quorum for doing business in program, division, and faculty meetings shall consist
- 723 of a number of voting faculty exceeding fifty percent of the total number of voting
- 724 faculty members excluding visiting or part-time faculty and those faculty members
- 725 on sabbatical leaves or other leaves of absence.
- 726 5) By a two-thirds vote, the faculty or the Faculty Senate may authorize an electronic
- 727 mail ballot on unresolved motions before the faculty. For a motion to pass on an
- 728 electronic mail ballot, a simple majority of affirmative votes must be counted from a
- 729 number of ballots exceeding fifty percent of the total number of faculty counting
- 730 toward a quorum.
- 731 c. Faculty Senate Meetings
- 732 1) Meetings of the Faculty Senate shall be held regularly and at least once each month
- 733 during the academic year.
- 734 2) There shall be a Faculty Senate meeting within one week of the beginning of each
- 735 semester at which the time of the regular Senate meetings for the following semester
- 736 shall be decided. The time of the regular Senate meetings shall be announced to the
- 737 College community well in advance of the semester to allow for planning.
- 738 3) Faculty members shall receive written notice of each senate meeting and the agenda
- 739 of items for that meeting not later than the last working day before the day of the
- 740 meeting. Faculty Senate meeting minutes shall be approved by the Faculty Senate
- 741 and distributed to the faculty in a timely manner after the Senate meetings.
- 742 4) Special Faculty Senate meetings shall be held at the request of at least two members
- 743 of the senate or of twenty percent of the faculty not later than three working days
- 744 after the submission of the request.
- 745 5) A quorum shall consist of two-thirds of the elected members of the Faculty Senate.
- 746 6) A majority of the senate members present and voting shall be required for Faculty
- 747 Senate action on all matters.
- 748 d. Approval of Faculty Senate Actions by the Faculty

- 749 1) All matters of major importance shall be brought by the Faculty Senate before the  
750 faculty and decided by the faculty. The Faculty Senate may refer any of its actions to  
751 the faculty as it deems appropriate.  
752 2) The Faculty Senate may act for the faculty on other matters.  
753 3) When a faculty meeting cannot reasonably be convened, and action by the faculty is  
754 urgently required, the senate may act for the faculty. Such Faculty Senate action  
755 shall be communicated to the faculty and may be reviewed by the faculty as soon as a  
756 faculty meeting can be held.  
757 4) Faculty approval of Faculty Senate actions shall be assumed if no request for faculty  
758 review is received by the Faculty Senate President within five working days of the  
759 distribution of the minutes of the Faculty Senate meeting in which the action was  
760 taken. Upon request of at least twenty percent of the faculty or of one third of the  
761 members of the Faculty Senate, the Faculty Senate action shall be brought before the  
762 faculty and decided by the faculty.  
763

#### 764 IV. Bylaws Governing Tenure-Track Faculty Appointments, Evaluations, and Tenure

##### 765 A. Preface

- 766 1. St. Mary's College of Maryland has as its primary mission to provide students an education in  
767 the liberal arts and sciences comparable to that found at the best institutions of its kind. The  
768 standards by which faculty members will be judged reflect this mission. The evaluation of  
769 faculty should support the welfare and goals of both the individual and the institution.  
770 2. In the process of evaluating faculty members the standards described below shall be used.  
771 These standards are neither rigid nor formulaic in nature. They support the right of each  
772 faculty member to develop as a teacher-scholar.

##### 773 B. Minimum Criteria for Appointing Faculty to a Rank

- 774 1. Expectations regarding teaching ability, professional achievement, and service to the College  
775 will vary from rank to rank. The higher the rank, the higher the level of expected proficiency.  
776 Meeting the following criteria for rank appointment is a necessary but not always a sufficient  
777 basis for appointment. When it is in the best interest of the College, any of the standards  
778 listed below may be waived to permit the appointment of individuals of distinguished  
779 achievement.
- 780 2. Instructor
- 781 a. Substantial progress towards a doctorate or other appropriate terminal degree
  - 782 b. Previous teaching experience
  - 783 c. Strong evidence of potential for growth as a teacher and a scholar
- 784 3. Assistant Professor
- 785 a. A doctorate or other appropriate terminal degree
  - 786 b. Previous teaching experience
  - 787 c. Strong evidence of potential for growth as a teacher and scholar
- 788 4. Associate Professor
- 789 a. A doctorate or other appropriate terminal degree
  - 790 b. Completion of five years of successful teaching in a tenure track position at the college  
791 level
  - 792 c. Excellence as a teacher
  - 793 d. Scholarly and creative achievements that have received recognition from professional  
794 peers beyond the campus
  - 795 e. Significant, high quality service to the College

- 796 5. Professor
- 797 a. A doctorate or other appropriate terminal degree
- 798 b. Completion of at least five years at the rank of associate professor
- 799 c. Demonstration of continued excellence as a teacher
- 800 d. Further scholarly and creative achievement
- 801 e. Superior service to the College, preferably in leadership roles
- 802 C. Conditions for Tenure-Track and Tenured Appointments
- 803 1. Tenure is the assurance to experienced faculty members that they may expect to continue in
- 804 their academic position unless adequate cause for dismissal is demonstrated in a fair hearing
- 805 following the procedures established in these bylaws. Tenure may be granted by the Board of
- 806 Trustees to faculty members after the expiration of their probationary period or at the time of
- 807 appointment to faculty status.
- 808 2. Tenure terminates with the retirement or resignation of the faculty member, when the faculty
- 809 member is dismissed for cause after due process, or when the position is eliminated under
- 810 extraordinary circumstances such as financial exigency or discontinuance of a program or
- 811 department of instruction. Termination of tenured faculty members because of financial
- 812 exigency should be declared and demonstrably bona fide. The determination that it is in the
- 813 best interest of the College to discontinue a program or department shall be made following a
- 814 review by the faculty, via the Faculty Senate, the administration, via the President, and the
- 815 Board of Trustees, via the Academic Affairs Committee. Any proposal to eliminate a
- 816 program or department will require input from all three sectors. The final decision, however,
- 817 is lodged in the Board of Trustees. Reasons for any decisions of the Board that are adverse to
- 818 faculty recommendations shall be communicated to the faculty. Tenured faculty in academic
- 819 programs that are discontinued may be offered an opportunity to fill positions available in
- 820 other programs at the College if they qualify for those positions.
- 821 3. Probationary Pre-tenure Period
- 822 a. During the probationary period, a faculty member should have the academic freedom, as
- 823 described in Section I. C., that all other members of the faculty have.
- 824 b. Faculty members who are appointed to tenure-track positions at St. Mary's College of
- 825 Maryland shall serve a probationary period according to the schedule and subject to the
- 826 conditions listed below.
- 827 c. The initial appointment is for a period of three years.
- 828 d. The evaluation of a faculty member for renewal of the initial appointment takes place
- 829 during the fifth semester. A notice that the appointment will or will not be renewed must
- 830 be given in writing by the President of the College no later than five months before the
- 831 expiration of the contract. If a faculty member has not received timely notice concerning
- 832 the non-renewal of appointment, the person is offered a one-year contract extension prior
- 833 to its expiration.
- 834 e. The second and final probationary appointment is for a period of three years. Prior to
- 835 expiration of this contract, the faculty member shall receive a written communication by
- 836 the President of the College that informs the person that either 1) tenure has been granted,
- 837 or 2) the appointment terminates with the expiration of the contract. A faculty member
- 838 denied tenure would then be offered a one-year contract extension prior to its expiration.
- 839 f. The probationary period is not to exceed six years, except under the following
- 840 circumstances:
- 841 1) Automatic one-year extensions are granted for parental caregiving within the first
- 842 year after childbirth or adoption of a minor child. This automatic extension will be

- 843 applied by the Dean of Faculty upon notification by the faculty member of a  
844 qualifying event. No more than two automatic extensions will be granted for this  
845 purpose. Faculty members may waive this automatic extension by submitting a  
846 written statement to the Dean of Faculty specifying that they wish to waive the  
847 extension.
- 848 2) Extensions may be requested for personal or medical reasons such as elder care,  
849 personal illness, care of an ill family member, or unique professional opportunities  
850 such as fellowships or special assignments. Such extensions will be requested by the  
851 faculty member to the program chair or coordinator and Dean of Faculty and will  
852 typically extend the probationary period by one year.
- 853 3) Such extensions shall not change the standards for review.
- 854 4) For faculty members with substantial prior teaching or other appropriate experience  
855 the probationary period may be shortened at the time of the initial appointment by  
856 mutual agreement between the Dean of Faculty and the faculty member in  
857 consultation with the program chair or coordinator. This agreement will be  
858 formalized in the faculty member's contract.
- 859 3. Appointments to Tenure Without a Probationary Period
- 860 a. If a person is considered for the granting of tenure without a probationary period, the  
861 program chair or coordinator must write a letter of recommendation for the College  
862 Evaluation Committee. In the case of a joint appointment, the chair or coordinator of each  
863 program must write a letter of recommendation. Then the person's credentials shall be  
864 reviewed by the College Evaluation Committee, which will make a recommendation to  
865 the Dean of Faculty, who will recommend to the President, who will recommend to the  
866 Board before tenure is offered.
- 867 4. Institutional Factors that Influence Award of Tenure
- 868 a. The College must seek to maintain balance in its faculty and to preserve flexibility to  
869 adjust its programs to the needs of a changing environment. The decision to grant tenure  
870 is of such fundamental importance that the Dean of Faculty, President or board  
871 committees involved in the faculty evaluation process must be accorded reasonable  
872 latitude consistent with academic freedom, equal opportunity, and standards of fairness.
- 873 b. A tenure-track appointment is made when institutional projections, arrived at by the Dean  
874 of Faculty in consultation with the appropriate program chair or coordinator, show that it  
875 is probable that the appointment can lead to tenure primarily on the basis of meritorious  
876 performance. Occasionally the institutional interest may require that a tenure-track  
877 appointment be made if there is a reasonable possibility, rather than a probability, that the  
878 appointment can lead to tenure. In such a case, the candidate for the position will be  
879 informed in writing of the situation before the appointment is made.
- 880 c. Serious financial or enrollment shortfalls or changing educational or curricular needs may  
881 have a bearing on the awarding of tenure appointments. The College will make every  
882 effort to identify such factors and avoid them. In such cases when such exigency is  
883 unavoidable, the College will notify any affected faculty members of them as soon as  
884 possible and, barring an imminent and significant reduction of College resources, no later  
885 than two years before the decision of whether to grant tenure is scheduled to take place.
- 886 d. When a situation arises where there are such institutional grounds (other than the  
887 circumstances described in section IV. K. of current Bylaws) to eliminate or convert an  
888 occupied tenure-track position to a term position, the Dean of Faculty will present the  
889 case to the tenured members of the affected program for their advice. If the Dean of

890 Faculty then judges that the appointment should not be renewed, the Dean of Faculty will  
891 proceed to inform the faculty member without delay and make a recommendation against  
892 renewal to the President. Any recommendation against renewal of an appointment for  
893 such reasons shall be reviewed by the Faculty Senate, which will make its own  
894 recommendation to the President. The final decision is made by the Board of Trustees  
895 following the recommendation of the President. The faculty member will have the right  
896 to serve out the term of the contract.

897 D. Standards for Evaluating Tenure-Track Faculty for Pre-Tenure Contract Renewal, Tenure,  
898 Promotion, and Post-Tenure Review

- 899 1. The three basic criteria applied to faculty evaluation are excellence in teaching; scholarly,  
900 professional and/or creative achievement; and service to the College and the wider  
901 community. Teaching of high quality and the maintenance of excellence and competence in  
902 the classroom are, however, of greatest importance and cannot be replaced by high  
903 achievement in the other areas.
- 904 2. The following definitions and guidelines are used in the evaluation of faculty.
- 905 a. Excellence in teaching
- 906 1) St. Mary's College of Maryland expects its faculty members to be excellent teachers.  
907 While many different teaching styles can lead to excellence in teaching, these are  
908 some common elements that characterize excellent teachers. Excellent teachers  
909 should:
- 910 a) show respect for all students and concern for their intellectual development.  
911 b) have broad and deep knowledge of their disciplines and how those disciplines  
912 relate to other fields.
- 913 c) demonstrate a commitment to teaching through an ongoing course development  
914 and revision process that includes articulation of clear course goals, flexibility  
915 and experimentation in approach, and critical self-reflection in the evaluation of  
916 course outcomes. That commitment should extend to the broader curricular goals  
917 of the academic programs with which they are involved.
- 918 d) have the ability to communicate effectively and encourage students to actively  
919 engage with diverse ideas both in and out of the classroom.
- 920 e) encourage students to think critically about and clearly express their ideas  
921 throughout their intellectual life.
- 922 f) set high standards that help foster both student achievement and independent  
923 thought.
- 924 g) demonstrate concern for students by providing clear expectations and fair, timely,  
925 and thorough feedback when evaluating student work.
- 926 h) Take an active and effective role in advising. Advising should include  
927 knowledge of relevant College policies and procedures, timely and accurate  
928 responses to advisee inquiries, informed guidance in course selection, knowledge  
929 of advisee interests and goals, and active discussion of post-graduation academic  
930 and career decisions.
- 931 b. Professional, scholarly, and/or creative achievement
- 932 1) All faculty are expected to be professionally active and to keep abreast of  
933 developments within their field. Professional achievements contribute to the  
934 intellectual development of the person and enhance their teaching in the field. To  
935 further these teaching goals, the involvement of students in these professional

- 936 activities is encouraged where possible. Professional work that extends the  
937 availability of the discipline to a wider audience is also valued.
- 938 2) Professional, scholarly, and creative work should receive recognition from  
939 professional peers beyond the campus. Such recognition may consist of the  
940 publication of articles by recognized professional, peer reviewed journals or by  
941 respected national journals, magazines, or newspapers, or in the publication of books  
942 of an intellectual nature by reputable publishers. It may also consist of the  
943 presentation of artistic, literary, dramatic, or musical creations or performances in  
944 galleries and theaters and reviews of these artistic, literary, dramatic, or musical  
945 creations or performances by respected critics in leading publications. Other forms  
946 of recognition exist and may be used, as appropriate, to evaluate the individual  
947 faculty member's scholarship.
- 948 c. Service to the College and the Community
- 949 1) As part of their service to the College, faculty members are expected to be active  
950 participants in the life of the College. Faculty members are expected to conduct  
951 themselves professionally and to accept their fair share of the department's and  
952 College's administrative workload. In addition, faculty members may contribute to  
953 the administration of cross-disciplinary study areas. Because such work functions to  
954 further the mission of the College as a whole, departments have the responsibility to  
955 consider it as equally important as departmental administration. Faculty members  
956 should contribute to the well-being of the College and its students and personnel by  
957 participating in activities and programs that improve the functioning of the institution  
958 and enhance life at the College.
- 959 2) Service activities may include the following:
- 960 a) Service on standing or ad hoc committees of the College and/or the Faculty  
961 Senate.
- 962 b) Participation in the formulation of courses and programs.
- 963 c) Participation in institutional self-study and evaluation programs.
- 964 d) Participation in recruitment of faculty.
- 965 e) Organization of, or active participation in, programs that enhance the cultural or  
966 intellectual life at the College or in the wider community.
- 967 f) Organization of, or active participation in, social, charitable, or educational  
968 programs at the College or in the wider community.
- 969 g) Work in alumni relations, student recruitment, and College advancement.
- 970 h) Contributions to extracurricular programs or activities that enhance student  
971 development.
- 972 i) Work involved in international programs and study abroad.
- 973 E. Expected Achievements of Faculty at Various Evaluations
- 974 1. Pre-tenure Contract Renewal
- 975 a. At the time of this evaluation, the faculty member should have made significant progress  
976 towards achieving excellence in teaching. It is also expected that the faculty member will  
977 have begun to implement a program of scholarly, professional and/or creative activities  
978 and service to the College. Although the faculty member will be evaluated in all three  
979 areas, primary importance will be given to the person's teaching. Persons who are not  
980 professionally competent or who fail to demonstrate continued significant progress  
981 towards teaching excellence, professional activity and service should not be reappointed.



- 982 Faculty members who have not completed the work for the appropriate terminal degree  
983 generally will not be reappointed.
- 984 2. Tenure and Promotion to Associate Professor
- 985 a. In this evaluation the faculty member's teaching; professional, scholarly, and/or creative  
986 achievements; and service to the College will be assessed. For the granting of tenure, the  
987 faculty member must be an excellent teacher. Scholarly and creative accomplishments  
988 must be of high quality and recognized by professional peers beyond the campus. Service  
989 to the College must be of high quality. All achievements must be consistent with the  
990 expectations by the College spelled out in the pre-tenure evaluations.
- 991 3. Promotion to Professor
- 992 a. Tenured faculty members are expected to continue to develop as teachers, scholars, and  
993 members of the college community throughout their careers. For promotion to professor,  
994 the faculty member must continue to be an excellent teacher and demonstrate continuing  
995 high-quality professional activity recognized outside the College. Service to the College  
996 should be of superior quality and include leadership roles. The faculty member's progress  
997 should be consistent with the expectations by the College spelled out in earlier  
998 evaluations.
- 999 F. The Evaluation Process for Pre-Tenure Contract Renewal, Tenure, and Promotion of Faculty
- 1000 1. The faculty evaluation process is established for the evaluation of all full-time faculty  
1001 members for the purposes of pre-tenure contract renewal, the awarding of tenure, and  
1002 promotion to higher rank. The formal evaluation for pre-tenure, and tenured faculty is  
1003 focused on an evaluation file consisting of required materials specific to the stage of  
1004 evaluation and prepared by the faculty member under evaluation. Once submitted, the  
1005 evaluation file is the common document reviewed and evaluated in sequence by the  
1006 evaluative chain. The chain of evaluation is as follows: the program chair makes a  
1007 recommendation to the College Evaluation Committee. This committee makes a  
1008 recommendation to the Dean of Faculty who, in turn makes a recommendation to the  
1009 President. The President recommends an action to the Academic Affairs Committee of the  
1010 Board of Trustees and the Board of Trustees makes the final decision.
- 1011 2. Confidentiality of the Process and Conduct of Participants in the Process
- 1012 a. Committees and individuals involved in the evaluation process have the right and the  
1013 responsibility to conduct their deliberations without outside interference.
- 1014 b. Participants in the evaluation process must observe strict confidentiality at each step.  
1015 Discussions about a candidate may only involve those with direct knowledge of the  
1016 content of the faculty member's file.
- 1017 c. Faculty members shall be notified of all decisions that concern them and will be informed  
1018 of the reasons for each decision.
- 1019 d. Upon written request by a faculty member or an officer or committee involved in the  
1020 evaluation process, the Faculty Senate shall investigate any allegations of violations of  
1021 procedures.
- 1022 3. Timetable of the Evaluation Process
- 1023 a. Pre-tenure Contract Renewal
- 1024 1) The following timetable applies to persons who are appointed to tenure-track  
1025 positions at the entry level. For faculty members who are credited with previous  
1026 teaching experience appropriate adjustments will be made as described in the  
1027 appointment letter.

- 1028 a) The pre-tenure evaluation will be conducted during the fifth semester of the  
1029 faculty member's employment at the College.
- 1030 b) The faculty member must have their evaluation file submitted to the program  
1031 chair or coordinator prior to the start of their fifth semester.
- 1032 c) Following the formal pre-tenure review in the third year, the program chair or  
1033 coordinator will discuss with the faculty member the expectations for tenure as  
1034 outlined in the program letter.
- 1035 b. Tenure and Promotion to Associate Professor
- 1036 1) The evaluation for granting of tenure and simultaneous promotion to associate  
1037 professor will typically occur in the faculty member's twelfth semester at the  
1038 College, unless an earlier time is agreed to by the Dean of Faculty or an extension has  
1039 been granted. Pre-tenure sabbatical time is included in this count. Leave of absence  
1040 may also be included in this count.
- 1041 2) The faculty member must have their evaluation file submitted to the Program  
1042 Evaluation Committee chair by a time determined by the Dean of Faculty.
- 1043 c. Promotion to Professor
- 1044 1) As early as the twelfth semester following receipt of tenure and promotion to  
1045 associate professor, a faculty member may make application to the program chair or  
1046 coordinator to be promoted to professor. This time includes any time on sabbatical  
1047 from the College. This time may include paid leaves of absence.
- 1048 4. The Evaluation Process
- 1049 a. Review of candidates for reappointment, tenure, and promotion is conducted by the  
1050 following groups and individuals, in the specified order. The specific purpose of each  
1051 group or individual is to evaluate the performance of the faculty member under review,  
1052 and make recommendations on pre-tenure contract renewal, tenure, or promotion.
- 1053 b. The candidate is responsible for submitting the completed electronic file to the PEC chair  
1054 and to the Office of the Dean of Faculty simultaneously no later than close of business on  
1055 the indicated due date, or the following business day if the due date is a weekend or  
1056 holiday.
- 1057 c. Should the file be found to have structural problems, mechanical or permissions issues, or  
1058 inaccessible content, the Office of the Dean of Faculty may communicate with the  
1059 candidate to pursue corrections. If the candidate is unavailable or unresponsive to this  
1060 request after two business days, the file will progress through the evaluation chain noting  
1061 that deficiency, with no change to the overall timeline.
- 1062 d. Should the file be found to have erroneous or unclear content, either evaluative  
1063 committee may send the candidate a request for correction or clarification,  
1064 simultaneously copying in the Dean of Faculty. The candidate will have one week to  
1065 reply with a written response; both communications will be added to the file alongside  
1066 the evaluating committee's letter.
- 1067 e. Program Evaluation Committee (PEC)
- 1068 1) Composition of the PEC
- 1069 a) For faculty with an appointment to an academic department, the PEC comprises  
1070 tenured faculty in the department who are not serving in administrative positions  
1071 outside the department. Tenured members of the department who are on  
1072 sabbatical in semesters when a promotion case is scheduled for review may opt  
1073 to sit on, review, and vote with the PEC if they wish, but such service shall be  
1074 neither compulsory nor coerced.

- 1075 b) For faculty appointments within a cross-disciplinary program, the steering  
1076 committee shall be responsible for forming a PEC, comprised by at least three  
1077 tenured faculty affiliated with the program.
- 1078 c) For joint appointments to two or more academic programs, the PEC will consist  
1079 of all faculty members in each program's respective PEC.
- 1080 d) The chair of the PEC shall be the chair or coordinator of the academic  
1081 department or cross-disciplinary program. If the program chair or coordinator is  
1082 not tenured or is standing for tenure or promotion, or in the case of joint  
1083 appointments, the PEC will elect a chair from within its members.
- 1084 e) A PEC will contain no fewer than three members. If a program contains fewer  
1085 than three tenured faculty members eligible to serve on the PEC, the person  
1086 under review shall submit the names of tenured faculty members from other  
1087 programs to serve on the PEC and the Dean of Faculty shall appoint from this  
1088 list.
- 1089 2) Procedures for the PEC
- 1090 a) It is the responsibility of members of the PEC to participate in a thorough and  
1091 balanced evaluation of their colleagues. All tenured members should acquire  
1092 knowledge of the candidate's teaching, through discussions about teaching with  
1093 the candidate, review and discussion of teaching materials, or classroom  
1094 observations. The PEC chair will collaborate with the senior faculty and the  
1095 candidate to arrange pedagogical discussions or review of course materials as  
1096 well as classroom visitations by members of the PEC. The PEC chair may  
1097 request to schedule at least one and no more than three classroom visitations total  
1098 in the semester prior to a formal review (for pre-tenure, tenure, or promotion to  
1099 professor). The PEC chair and the candidate will work together to find mutually  
1100 acceptable times for the visits. Faculty should also acquaint themselves with the  
1101 candidate's professional work and service to the College by reviewing the  
1102 candidate's evaluation file.
- 1103 b) An evaluative meeting of the PEC will be convened to discuss the candidate's  
1104 file. Voting procedures for the PEC will be as follows.
- 1105 i) Voting on motions will be by secret ballot.
- 1106 ii) Votes will be written, with two possible votes of either yea or nay. Any  
1107 member of the PEC who is not prepared to vote yea or nay on the motion of a  
1108 candidate for contract renewal or promotion should recuse themselves from  
1109 the proceedings for that particular case giving at least two weeks' notice  
1110 before the meeting. If a recusal will result in a number fewer than three  
1111 remaining members on the PEC, the PEC will be reconstituted according to  
1112 the terms specified above in the section pertaining to the Composition of the  
1113 PEC. A motion to recommend renewal or promotion will pass if and only if  
1114 a majority of the votes cast are in favor of the motion.
- 1115 iii) At all evaluation levels, a vote shall be taken on a motion to recommend the  
1116 candidate for contract renewal, tenure and promotion, or promotion as  
1117 appropriate.
- 1118 c) Following this evaluative meeting, the PEC chair will write a letter summarizing  
1119 the results of the meeting. The letter must reflect both the majority and minority  
1120 opinions of the tenured faculty, including the tally of all votes cast.
- 1121 d) The letter will be circulated to all members of the PEC for review and signature.

- 1122 e) The letter will be delivered to the faculty member and a copy to the Office of the  
1123 Dean of Faculty.
- 1124 f) The faculty member under review will have one week after receiving the PEC  
1125 chair's letter to submit a written response (if desired) to that letter prior to  
1126 advancement of the faculty member's file to the College Evaluation Committee.  
1127 This response will be attached to the recommendation of the PEC chair and will  
1128 be added to the evaluation file by the PEC chair.
- 1129 g) The evaluation file will be delivered to the Office of the Dean of Faculty and the  
1130 PEC chair's letter and any response to that letter will be placed in the faculty  
1131 member's evaluation file.
- 1132 f. College Evaluation Committee (CEC)
- 1133 1) Composition of the CEC
- 1134 a) The CEC shall consist of seven tenured faculty members. No two faculty  
1135 members serving on this committee may have appointments in the same  
1136 academic program. Members of this committee serve three-year terms with two  
1137 or three members elected annually at a spring semester faculty meeting.
- 1138 b) No chairs or coordinators or members of the administration may serve on this  
1139 committee.
- 1140 c) A faculty member may serve on this committee for no more than two consecutive  
1141 terms. In the event that a member leaves the CEC, the Faculty Senate will hold  
1142 an election for a replacement to serve out the unexpired term.
- 1143 d) Persons under evaluation for professor must recuse themselves from the CEC  
1144 before participating in any reviews for promotion to the rank of professor.
- 1145 2) Procedures for the CEC
- 1146 a) The CEC will review pre-tenure files in the fall semester, and files for those  
1147 standing for tenure and/or promotion in the spring semester.
- 1148 b) The CEC shall strictly limit its discussions regarding a faculty member standing  
1149 for promotion or tenure to materials included in the evaluation file.  
1150 Unsubstantiated comments are not acceptable items for discussion. If a CEC  
1151 member does communicate any information not present in the evaluation file and  
1152 that may be prejudicial to the candidate's case for promotion, that person must  
1153 submit this information in writing to the CEC and provide a copy to the faculty  
1154 member under review. The faculty member will then be entitled to respond to  
1155 this new document in writing to the CEC within one week.
- 1156 c) If any member of a PEC is also serving on the CEC, he or she may not be present  
1157 for discussion or vote in the CEC's evaluation of the faculty member from their  
1158 program.
- 1159 d) If there are any questions regarding the file the CEC may request, in writing,  
1160 further clarification from the PEC. The clarifications from the PEC must be  
1161 returned to the CEC in writing. The CEC will provide copies of any such written  
1162 communications to the faculty member under review, as well as to the Dean of  
1163 Faculty, who will be responsible for placing copies in the candidate's evaluation  
1164 file.
- 1165 e) Voting procedures for the CEC will be as follows.
- 1166 i) At both the PEC and CEC levels, a vote shall be taken on a motion to  
1167 recommend the candidate for contract renewal, tenure and promotion, or  
1168 promotion to professor, as appropriate.

- 1169 ii) Voting on motions will be by secret ballot.  
1170 iii) Votes will be written, with two possible votes of either yea or nay. A  
1171 motion to recommend renewal or promotion will pass if and only if a  
1172 majority of the votes cast are in favor of the motion.  
1173 iv) Any member of the College Evaluation Committee can make a motion to  
1174 reconsider a previous vote prior to the end of the deliberations and the  
1175 communication of the decision to the Dean of Faculty.  
1176 f) The final recommendation of the CEC together with reasons and vote will be  
1177 communicated in writing to the Dean of Faculty, the faculty member under  
1178 review, and the chair of the PEC.  
1179 g) The faculty member under review will have one week after receiving the CEC's  
1180 letter to submit a written response (if desired) to that letter prior to advancement  
1181 of the faculty member's file to the Dean of Faculty. This response will be  
1182 attached to the recommendation of the CEC and will become part of the faculty  
1183 member's file.  
1184 h) The CEC will keep a confidential record of its meetings. The record will include  
1185 dates and times of its meetings, names of persons present, items discussed, action  
1186 taken and the record of such decisions on tenure and promotion of faculty  
1187 members. The chair will appoint a secretary at each meeting, and the minutes of  
1188 the meeting will be available only to the members of the CEC. A copy of such  
1189 minutes will be submitted to the Office of the Dean of Faculty.  
1190 i) The CEC will elect its own chair.  
1191 j) The CEC will establish or reaffirm procedures governing its own internal  
1192 functioning, but it will not establish any evaluative guidelines beyond those  
1193 specified in these bylaws. These procedures must be approved by the Faculty  
1194 Senate.  
1195 g. Dean of Faculty  
1196 1) The Dean of Faculty will review the file, all prior recommendations, and all written  
1197 responses by the faculty member. The Dean of Faculty's recommendation, together  
1198 with reasons, will be communicated in writing to the President of the College, the  
1199 faculty member under consideration, and the chairs of the PEC and CEC. The letter  
1200 will become part of the evaluation file.  
1201 2) The faculty member under review will have one week after receiving the Dean of  
1202 Faculty's letter to submit a written response (if desired) to that letter prior to the  
1203 advancement of the file to the President. This response will be attached to the  
1204 recommendation of the Dean of Faculty and will become part of the faculty  
1205 member's file.  
1206 3) If the faculty member determines that there are grounds for appealing the Dean of  
1207 Faculty's recommendation to the President, the faculty member may request a review  
1208 of the case through the appeals process. If so, the faculty member must request the  
1209 appeal in writing within one week from receipt of the Dean of Faculty's  
1210 recommendation. The faculty member and the Dean of Faculty will then have two  
1211 weeks to form a special Appeals Committee. The Appeals Committee shall consist  
1212 of three tenured faculty members, with one member chosen by the faculty member  
1213 filing the appeal, the second one chosen by the Dean of Faculty, and a third person  
1214 acceptable to both parties. The Appeals Committee shall review the case and make a

- 1215 written recommendation on the merits of the appeal to the President and to the  
1216 faculty member. That recommendation will become part of the evaluation file.
- 1217 4) Each year, the Dean of Faculty will establish deadlines for the various steps in the  
1218 evaluation process.
- 1219 5) The Dean of Faculty is responsible for placing all letters from evaluative groups in  
1220 the faculty member's evaluation file and is responsible for establishing procedures to  
1221 ensure the security of the evaluation file.
- 1222 h. President
- 1223 1) The President shall review the file, all previous recommendations, and written  
1224 responses by the faculty member. The President's recommendation, together with  
1225 reasons, will then be communicated in writing to the Academic Affairs Committee of  
1226 the Board of Trustees and to the faculty member. All other recommendations from  
1227 the PEC, CEC, and Dean of Faculty, as well as all written responses will also be  
1228 forwarded to the Academic Affairs Committee of the Board of Trustees.
- 1229 2) The faculty member under review will have one week after receiving the President's  
1230 letter to submit a written response (if desired) to that letter prior to consideration of  
1231 the case by the Academic Affairs Committee of the Board of Trustees.
- 1232 3) If there has not yet been an appeal and the faculty member determines that there are  
1233 grounds for appealing the President's recommendation to the Board, the faculty  
1234 member may request a review of the case through the appeals process. If so, the  
1235 faculty member must request the appeal in writing within one week from receipt of  
1236 the President's recommendation. The faculty member and the President or their  
1237 designee will then have two weeks to form a special Appeals Committee. The  
1238 Appeals Committee shall consist of three tenured faculty members, with one member  
1239 chosen by the faculty member filing the appeal, the second one chosen by the  
1240 President or their designee, and a third person acceptable to both parties. The Appeals  
1241 Committee shall review the case and make a written recommendation on the merits  
1242 of the appeal and that recommendation will become part of the evaluation file.
- 1243 i. Board of Trustees
- 1244 1) The Board of Trustees issues the final decision relating to reappointments,  
1245 promotions, tenure, and dismissals.
- 1246 2) The Academic Affairs Committee of the Board of Trustees will review the  
1247 recommendations of the President, along with the recommendations of the other  
1248 evaluators and committees involved in the faculty evaluation process.
- 1249 3) The Academic Affairs Committee will present its recommendations to the full Board  
1250 of Trustees for action. All recommendations and responses will be available to the  
1251 Board.
- 1252 4) When the Board of Trustees has made its decision, the faculty member will be  
1253 notified in writing of the decision of the Board.
- 1254 G. The Evaluation File
- 1255 1. Evaluation for pre-tenure contract renewal, tenure and promotion requires preparation of an  
1256 evaluation file. A clear and concise evaluation file is preferable to one containing  
1257 redundancies. The faculty member is responsible for assembly of this file and is the only  
1258 individual who can place materials in the file except for evaluative letters (and responses, if  
1259 any, to such letters) prepared by the PEC, CEC, Dean of Faculty, President and the Board of  
1260 Trustees, and the transmittal memorandum for external letters where applicable (see 7.b.  
1261 below). The Office of the Dean of Faculty is responsible for seeing that letters are placed in

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- the file at the appropriate times in the process. The evaluation file is distinct from the personnel file. Only those materials listed below may be included in an evaluation file and they must be presented in the order given.
- a. Tenure. The tenure file is intended to primarily describe the achievements of the faculty member from the time of hire in a tenurable position at St. Mary’s College of Maryland up to the time of the tenure evaluation. Thus, materials from the pre-tenure contract renewal file should be included in the tenure file as indicated below.
    - 1) In situations where the faculty member has had the case deferred, all materials from the initial tenure file will remain in the file. The deferral letter will clearly communicate which materials must be updated or added for the next year’s review.
  - b. Promotion to Professor. The promotion file is intended to reflect the accomplishments of the faculty member across their career. However, as the focus of the review is on the time since promotion to Associate rank, materials from previous reviews should not be included in the promotion file.
  - c. Faculty are eligible for performance-based merit award at most stages of formal evaluation (pre-tenure review, tenure review, up to two three-year post-tenure evaluations, promotion to professor, and five-year post-tenure evaluations). These awards are made in either flat (pre-tenure and three-year post-tenure reviews) or incremental amounts. Merit awards are recommended by the Dean of Faculty to the President of the College. All merit awards take effect at the start of the subsequent contract year.
  - d. The specific materials to be included in a faculty member’s file when evaluated for contract renewal, tenure, or promotion are noted in Table 1 and Section H below.
    - 1) “R” indicates that this item or category of materials is required in the file at that milestone.
    - 2) “O” indicates the item or category of materials is optional at that milestone but may be included in the file if applicable or desired.
    - 3) “--” indicates the item or category of items should not be included in the file at that milestone.

Table 1. Materials To Be Included in Faculty Members’ Evaluation Files for Pre-Tenure Contract Renewal, Tenure, and Promotion			
Item/Category of Materials	Pre-tenure Contract Renewal	Tenure and Promotion to Associate	Promotion to Professor
1. Recommendations from Evaluators	R	R	R
2. Current CV	R	R	R
3. Self-Report	R	R	R
4. CDSA Participation	O	O	O
5. Colleague Evaluations	O	O	O
6. Student Evaluations	O	O	O
7. External Letters	--	R	R
8a. Classroom Teaching Evaluations	R	R	R

8b. Narrative Teaching Evaluations	--	R	R
8c. Course Materials	R	R	R
8d. Advising Materials	R	R	R
9. Scholarly or Creative Materials	R	R	R
10a. Service Materials	R	R	R
10b. Service Letter	--	--	R
11. Complete Pre-Tenure Contract Renewal File	--	R	--

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H. Materials Included in the Evaluation File

1. Recommendations from Evaluators

a. Following an evaluation, letters by groups involved in the faculty evaluation process will be added to the faculty member’s evaluation file by the Office of the Dean of Faculty and will be placed before the CV.

2. Current CV

a. There will be no limit on the number of pages for the CV, but detailed descriptions of the faculty member’s courses and service may be more appropriately included in sections 8 (Materials Documenting Teaching) or 10 (Materials Documenting Service) below, or in the comprehensive self-report.

3. Comprehensive Self-Report

a. In this report the faculty member reflects on their teaching; scholarly, professional and/or creative activities; service to the College; and goals for the future. The report should go beyond the information presented in the CV and provide an introduction and context for the teaching materials (section 9), scholarly materials (section 10), and service materials (section 11). The suggested length for this self-report is 3000 words.

4. Cross-Disciplinary Study Area Participation

a. Faculty members who have significant participation in cross-disciplinary study areas, may elect to have a letter of evaluation from the coordinator or from another participant of the relevant area(s) included in the pre-tenure review, tenure, promotion, and/or post-tenure review evaluation file.

5. Colleague Evaluation Letters

a. The candidate may elect to include letters of evaluation prepared by colleagues who can focus on any area of a candidate’s performance about which the evaluator is well informed. These letters can be solicited from junior or senior faculty within the College community, or professionals in the field, and can focus on a person’s scholarship, teaching, service or other features of the faculty member’s professional performance. With the exception of a letter focusing on College service for the review leading to promotion to the rank of professor, these letters are not required. Any such letters are most likely to be helpful when they come from faculty members who are outside the candidate’s Program Evaluation Committee.

6. Student Evaluation Letters

a. The candidate may elect to include letters of evaluation from students with whom the candidate has interacted in any capacity, but the candidate may not ask students for such letters while they are currently taking a class or other credit-bearing experience with the candidate. These letters may include those from former students or advisees. These



1329 letters are not required for evaluation at any level and are most useful when they address  
1330 the candidate's work with students outside the typical classroom experience.

1331 7. External Letters

1332 a. In the case of an individual standing for tenure or promotion to professor, two letters  
1333 assessing the candidate's scholarship must be solicited from beyond the College  
1334 community. The faculty member, in consultation with the department chair, will compile  
1335 a list of at least four professional peers from outside the College. The Dean of Faculty  
1336 will select two people from the list and will request each to evaluate the faculty member's  
1337 scholarship.

1338 8. Materials Documenting Teaching

1339 a. Classroom Teaching Evaluations (College's approved student evaluations)

1340 1) Instructor reports of the College's approved student evaluations must be included in  
1341 the evaluation file for all semesters for both pre-tenure renewal and tenure, and for  
1342 the semesters since tenure for promotion to the rank of Professor. Student comments  
1343 from approved student evaluations should not be included in these reports. Additional  
1344 evaluations generated by the instructor for personal assessment purposes will not be  
1345 considered and should not be included among materials documenting teaching  
1346 effectiveness.

1347 b. Narrative Evaluations of Teaching by Students

1348 1) The purpose of the narrative evaluations is to obtain a comprehensive picture of the  
1349 faculty member's teaching ability. In two out of the three semesters preceding the  
1350 evaluation (for tenure or for promotion to professor only), students in each of the  
1351 faculty member's classes will be asked to submit written statements in response to  
1352 specific questions concerning the criteria for excellent teaching described in these  
1353 bylaws. The faculty member may request these narrative evaluations from students in  
1354 any two of the three semesters preceding their evaluation, but all classes must be  
1355 evaluated in each of the two semesters selected. All narrative evaluation responses  
1356 from each class must be included in the evaluation file. The person administering the  
1357 narrative evaluations will be either the department chair or other tenured teaching  
1358 colleague. The faculty administering narrative evaluations will inform students of  
1359 the purpose of the evaluation and of the way in which the collected information will  
1360 be used. Those narratives will remain sealed and kept by the department chair or  
1361 designee until after grades are due for the semester. All narrative evaluation forms  
1362 will be added to the evaluation file.

1363 c. Course Materials

1364 1) Because of the high value that St. Mary's places on teaching and the ability to  
1365 understand a faculty member's approach to teaching through classroom materials, the  
1366 candidate should select a representative number of documents such as syllabi and  
1367 assignments to include in the file. This small portfolio should avoid repetition of  
1368 documents that are very similar or the same, show how the candidate's pedagogical  
1369 approaches have evolved over time, and give a sense of the breadth of classes taught  
1370 (for example, where applicable, both upper- and lower-level courses, and  
1371 experimental and cross-disciplinary study area courses).

1372 d. Advising Materials

1373 1) In the semester preceding the evaluation, the advisees of the faculty member will fill  
1374 out a questionnaire concerning their advising experiences. The chair or coordinator of

1375 the program will administer the questionnaire and a summary of this information will  
1376 be placed in the evaluation file.

- 1377 9. Materials Documenting Scholarly, Professional, and/or Creative Activities may include:
- 1378 a. scholarly publications;
  - 1379 b. papers presented at professional meetings;
  - 1380 c. articles on creative and intellectual topics in journals, magazines, or newspapers;
  - 1381 d. documentation of exhibitions, creations, performances, and presentations;
  - 1382 e. additional material such as announcements or reviews relevant to a person's literary,  
1383 artistic, dramatic and musical creations, exhibitions, performances and presentations;
  - 1384 f. writings on educational issues; textbooks and other books of an intellectual character  
1385 authored or edited by the person;
  - 1386 g. documentation concerning the development and organization of scholarly symposia,  
1387 conferences, or other events that enhance the intellectual life at or outside the College and  
1388 concerning addresses delivered at such events;
  - 1389 h. consulting or adjudicating reports of a professional nature and reviews of professional  
1390 work;
  - 1391 i. external grant proposals; information concerning study or training that expands the  
1392 competence of the faculty member into new areas;
  - 1393 j. information regarding other expressions of continuing professional involvement and  
1394 growth;
  - 1395 k. documentation of recognition by peers at or outside the College of the faculty member's  
1396 professional work; and
  - 1397 l. other information that the faculty member deems pertinent.

1398 10. Materials Documenting Service

- 1399 a. Service Materials
  - 1400 1) Any materials that the faculty member deems to be pertinent may be included,  
1401 particularly those that support themes discussed in the self-report. These materials  
1402 may include committee reports written entirely or in part by the candidate, awards for  
1403 college service, unsolicited letters, brochures or other material evidence of service,  
1404 etc.
- 1405 b. Service Letter
  - 1406 1) For promotion to professor only, each candidate's file must include one letter from a  
1407 faculty or staff member, supervisor, professional colleague, or other collaborator  
1408 (within or outside the College community) that documents the candidate's  
1409 contribution to a particular service activity or set of activities. Generally, the  
1410 candidate should choose the most significant and/or relevant service activity to be  
1411 represented by this letter. Multiple letters are acceptable if there are multiple  
1412 activities that the candidate feels should be highlighted; but an excessive number of  
1413 letters should not be included.

1414 11. Complete Pre-Tenure Contract Renewal File

1415 12. Materials Not to be Included in the Evaluation File

- 1416 a. The evaluation file must not contain yearly self-reports, employment contracts, duplicates  
1417 of documents (e.g., page proofs in addition to the published article), or raw data from  
1418 supplemental self-designed classroom teaching evaluations (i.e., the actual response  
1419 forms).

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- 1422 I. Three-Year and Five-Year Post-Tenure Review Evaluation Process  
1423 1. The purpose of the post-tenure review is to ensure that tenured faculty members are growing  
1424 as teacher-scholars and contributing to the welfare of the College community.  
1425 2. The first three-year post-tenure review will take place in the fifth semester after tenure and  
1426 promotion. In the sixth year after tenure, the faculty member may either repeat the three-year  
1427 post-tenure review (due in fall semester) or may instead stand for promotion to professor in  
1428 the spring. The faculty member will continue to undergo three-year post-tenure reviews until  
1429 earning promotion to professor. Faculty members are still required to undergo post-tenure  
1430 review every third fall semester as a means of documenting professional productivity and  
1431 growth. Should a faculty member elect to be considered for promotion to professor at the  
1432 time that the three-year review would take place, that evaluation will replace the three-year  
1433 review. The faculty member will still be eligible for the three-year review merit award in  
1434 addition to the promotion merit award.  
1435 3. The first five-year review will take place in the 11th semester after promotion to professor and  
1436 every five years thereafter.
- 1437 J. Post-Tenure Review Evaluation Process  
1438 1. The faculty member under review will compile an evaluation file documenting  
1439 accomplishments in the areas of teaching, scholarship, and service. The file must include a  
1440 current CV, comprehensive self-report that describes teaching, advising, scholarship, and  
1441 service accomplishments, College-approved student evaluations, course material, materials  
1442 documenting scholarly, professional and/or creative activities, and materials documenting  
1443 service to the College.  
1444 2. The Dean of Faculty will evaluate the file and communicate in writing the decision regarding  
1445 faculty performance and accompanying merit award (where applicable) to the faculty  
1446 member. The letter will be shared with the faculty member and become part of the evaluation  
1447 file..  
1448 3. The Dean of Faculty will arrange a meeting with the faculty member to follow up on the post-  
1449 tenure review, answer any questions regarding the letter, discuss plans to stand for promotion,  
1450 or address performance concerns.  
1451 4. The faculty member under review will have one week after receiving the Dean of Faculty's  
1452 letter to submit a written response (if desired) to that letter to the President. This response will  
1453 be attached to the decision of the Dean of Faculty and will become part of the faculty  
1454 member's file.  
1455 5. If the faculty member determines that there are grounds for appealing the recommendation of  
1456 the Dean of Faculty regarding merit evaluation, the faculty member may request a review of  
1457 the case through the appeals process. If so, the faculty member must request the appeal in  
1458 writing within one week from receipt of the Dean of Faculty's recommendation. The faculty  
1459 member and the Dean of Faculty will then have two weeks to form a special Appeals  
1460 Committee. The Appeals Committee shall consist of three tenured faculty members, with one  
1461 member chosen by the faculty member filing the appeal, the second one chosen by the Dean  
1462 of Faculty, and a third person acceptable to both parties. The Appeals Committee shall review  
1463 the case and make a written recommendation on the merits of the appeal to the President and  
1464 to the faculty member. That recommendation will become part of the evaluation file.  
1465 6. The President shall review the file, the decision of the Dean of Faculty and the faculty  
1466 member's letter of response to the Dean of Faculty. The President will make the final  
1467 decision regarding the evaluation and communicate this decision in writing to the faculty  
1468 member.

- 1469 K. Policy and Procedures on Appointment, Promotion, and Tenure of Library Faculty  
1470 1. Introduction  
1471 a. Librarians at St. Mary’s College of Maryland (SMCM) hold faculty status and as such are  
1472 colleagues with the academic teaching faculty in pursuit of the mission of the College.  
1473 SMCM librarians use professional, scholarly, and disciplinary knowledge in a variety of  
1474 ways: selecting, acquiring, and organizing scholarly information; teaching in both formal  
1475 and informal settings; and providing management of staff and resources in order to  
1476 facilitate access to scholarly information and library services for all members of the  
1477 campus community.  
1478 b. The SMCM librarians must remain professionally informed, contribute to the  
1479 development of ideas and knowledge in their fields of expertise, participate in  
1480 opportunities to share and discuss that knowledge, and seek opportunities for service in  
1481 the Library, on campus, with our state consortium, and nationally.  
1482 c. The policies and procedures outlined below describe the process whereby librarians  
1483 obtain their rank at appointment, are promoted, earn tenure or emeritus status, and receive  
1484 professional leave at the College. This document applies to all librarians holding the  
1485 ranks of Instructor, Assistant Librarian, Associate Librarian, or Librarian. Contractual  
1486 librarians are not eligible for tenure but may receive a rank.  
1487 2. Types of Appointments  
1488 a. Temporary appointments of individuals include the following titles: visiting, term, and  
1489 adjunct. The rank of temporary librarians will be determined using the same criteria for  
1490 appointing tenure or tenure-track librarians to a rank, with the exception of criteria for  
1491 service to the College.  
1492 b. Tenure-track. A person appointed to a tenure-track position receives probationary  
1493 employment that may lead to tenure, subject to the procedures, guidelines, and standards  
1494 described in this document.  
1495 c. Tenured. Persons who have been granted tenure may expect continuous employment at  
1496 St. Mary’s College of Maryland subject to the conditions outlined in the Faculty Bylaws.  
1497 d. Emeritus and Emerita Rank. The rank of Librarian Emeritus or Librarian Emerita is a  
1498 distinct honor that may be conferred only upon those librarians who retire from the  
1499 College, after having distinguished themselves through sustained high quality of  
1500 librarianship and service to students, service to the College, and scholarly, professional  
1501 and/or creative achievement. The rank exists to recognize outstanding accomplishment  
1502 and loyalty to the College and to provide the opportunity for continuing institutional  
1503 affiliation after formal retirement.  
1504 e. Further details on appointment procedures can be found in Section II.D.4.c., Appointment  
1505 Types.  
1506 3. Minimum Criteria for Appointing Librarians to a Rank  
1507 a. Each full-time librarian at SMCM holds a functional position title based on their primary  
1508 work assignment. In addition, each librarian holds a faculty rank commensurate with  
1509 their level of professional experience and achievement. Expectations regarding  
1510 librarianship, service, and professional achievement will vary from rank to rank. The  
1511 higher the rank, the higher the level of expected proficiency. Meeting the following  
1512 criteria for rank appointment is a necessary but not always a sufficient basis for  
1513 appointment. When it is in the best interest of the College, any of the standards listed  
1514 below may be waived to permit the appointment of individuals of distinguished  
1515 achievement.

- 1516 b. Instructor
- 1517 1) Substantial progress towards a master's degree from an American Library
- 1518 Association accredited program or other appropriate terminal degree is usually
- 1519 required.
- 1520 2) Previous library experience is desirable.
- 1521 3) Strong evidence of potential for growth as a librarian.
- 1522 c. Assistant Librarian
- 1523 1) A master's degree from an American Library Association accredited program or
- 1524 other appropriate terminal degree is usually required.
- 1525 2) Previous library experience.
- 1526 3) Strong evidence of marked potential for growth as a librarian.
- 1527 d. Associate Librarian
- 1528 1) A master's degree from an American Library Association accredited program or
- 1529 other appropriate terminal degree.
- 1530 2) Completion of five years of successful librarianship at the college level as an
- 1531 Assistant Librarian or comparable rank.
- 1532 3) Excellence as a librarian.
- 1533 4) Professional achievement of high quality.
- 1534 5) Significant service to the College.
- 1535 e. Librarian
- 1536 1) A master's degree from an American Library Association accredited program or
- 1537 other appropriate terminal degree.
- 1538 2) Completion of at least five years at the rank of Associate Librarian.
- 1539 3) Demonstration of continued excellence as a librarian.
- 1540 4) Professional achievement of high quality, recognized by professional peers beyond
- 1541 the campus.
- 1542 5) Superior service to the College community, preferably in leadership roles.
- 1543 f. Further information about appointments may be found in Section IV.C, Conditions for
- 1544 Tenure-Track and Tenured Appointments.
- 1545 4. Standards for Evaluating Librarians for Pre-tenure Contract Renewal, Tenure, Promotion and
- 1546 Post-tenure Review
- 1547 a. The three basic criteria applied to librarian evaluation are excellence in librarianship;
- 1548 service to the College and the wider community; and scholarly, professional, and/or
- 1549 creative achievement. Librarianship of high quality in the area of assigned responsibility
- 1550 is of greatest importance and cannot be replaced by high achievement in other areas.
- 1551 b. The following definitions and guidelines are used in the evaluation of librarians.
- 1552 1) Excellence in Librarianship
- 1553 a) Librarianship at SMCM includes developing, providing access to, managing, or
- 1554 preserving the library's collections and instructing students, faculty, and others in
- 1555 the use of scholarly information resources and services. Librarians must
- 1556 demonstrate superior performance in their area(s) of assigned responsibility and
- 1557 must participate in the collaborative endeavors of librarianship. While librarians
- 1558 may carry out many different functions and roles, these are some common
- 1559 elements that characterize excellent librarians working at a teaching-focused
- 1560 primarily undergraduate institution.
- 1561 b) Excellent librarians should:

- 1562 i) Show respect for all students and concern for their intellectual  
1563 development.
- 1564 ii) Have broad and deep knowledge of librarianship and how it relates to other  
1565 disciplines.
- 1566 iii) Demonstrate a commitment to librarianship through an ongoing  
1567 professional development process that includes flexibility,  
1568 experimentation, and critical self-reflection.
- 1569 iv) Have the ability to communicate effectively and encourage students to  
1570 actively engage with diverse ideas both in and out of the classroom.
- 1571 v) Encourage students to think critically about and clearly express their ideas  
1572 throughout their intellectual life.
- 1573 vi) Take an active and effective role in advising. Advising should include  
1574 knowledge of relevant college policies and procedures, timely and accurate  
1575 responses to advisee queries, informed guidance in course selection,  
1576 knowledge of student interests and goals, and active discussion of post-  
1577 graduation academic and career decisions.
- 1578 c) Demonstrated excellence in librarianship may include, but is not limited to, the  
1579 following:
- 1580 i) Acquiring additional graduate degrees bearing on the area of core  
1581 responsibility.
- 1582 ii) Analyzing, cataloging, classifying, describing, or indexing library  
1583 materials.
- 1584 iii) Continuing professional development.
- 1585 iv) Designing or developing new information resources.
- 1586 v) Developing instructional materials in print or electronic formats.
- 1587 vi) Instructing in the use of library materials and in support of information  
1588 literacy goals and outcomes in collaboration with faculty in classes.
- 1589 vii) Providing reference and research services to teach patrons how to find  
1590 credible and appropriate information.
- 1591 viii) Leading through administrative or project responsibilities.
- 1592 ix) Mentoring students and colleagues.
- 1593 x) Organizing and retrieving information.
- 1594 xi) Participating on committees or task forces within the library.
- 1595 xii) Selecting, evaluating, acquiring, or preserving library and archival  
1596 materials.
- 1597 xiii) Participating in University System of Maryland and Affiliated Institutions  
1598 (USMAI) consortial committees, groups, task forces, etc. essential to the  
1599 successful operational functions of the consortium.
- 1600 2) Service to the College and the Wider Community
- 1601 a) As part of their service to the College, librarians are expected
- 1602 i) to attend general faculty meetings as well as program meetings
- 1603 ii) to serve on standing committees or ad hoc committees of the College  
1604 and/or the Faculty Senate
- 1605 iii) to participate in institutional self-study and evaluation programs
- 1606 iv) to attend faculty workshops and conferences, College convocations and  
1607 commencement exercises
- 1608 v) to nominate candidates for degrees, honors and prizes

- 1609 vi) to help formulate courses and programs.
- 1610 b) Librarians are expected to conduct themselves professionally and to accept their
- 1611 fair share of the Library's and College's administrative workload. Librarians
- 1612 should contribute to the wellbeing of the College and its students and personnel
- 1613 by participating in activities and programs that improve the functioning of the
- 1614 institution and enhance life at the College.
- 1615 c) Additional service activities may include, but are not limited to, the following:
- 1616 i) Preparing displays, newsletters, or publications for the College.
- 1617 ii) Participating in recruitment of faculty and staff.
- 1618 iii) Organizing, or active participation in, programs that enhance the cultural or
- 1619 intellectual life of the College or in the wider community.
- 1620 iv) Organizing, or active participation in, social, charitable, or educational
- 1621 programs at the College or in the wider community.
- 1622 v) Contributing to alumni relations, student recruitment, and college
- 1623 advancement.
- 1624 vi) Contributing to extra-curricular programs or activities that enhance student
- 1625 development.
- 1626 vii) Contributing to international programs and study abroad.
- 1627 viii) Serving on library committees outside usual area of responsibility.
- 1628 ix) Serving on voluntary USMAI consortial communities or on state, regional,
- 1629 or national committees of professional organizations.
- 1630 3) Scholarly, Professional, and/or Creative Achievement
- 1631 a) Scholarly, professional, and/or creative activities beyond the SMCM Library
- 1632 enhance the intellectual development of the librarian. These achievements are
- 1633 evidence of the ways in which librarians contribute to the development of the
- 1634 theory and/or practice of the profession.
- 1635 b) Contributions in this area may include, but are not limited to, the following:
- 1636 i) Acceptance of articles by recognized professional, peer-reviewed journals.
- 1637 ii) Acceptance of articles by respected national journals, magazines, or
- 1638 newspapers.
- 1639 iii) Publication of books or book chapters of an intellectual nature by reputable
- 1640 publishers.
- 1641 iv) Publication of digital projects and/or collections, software, web pages,
- 1642 and/or manuals.
- 1643 v) Service on editorial boards.
- 1644 vi) Publication of reviews.
- 1645 vii) Contributions to exhibitions, films, videos.
- 1646 viii) Awarding of grants, fellowships, prizes, or other awards.
- 1647 ix) Design of original plans.
- 1648 x) Presentation of papers, programs, or posters at scholarly or professional
- 1649 meetings.
- 1650 5. Expected Achievements of Librarians at Various Evaluations
- 1651 a. Pre-tenure Contract Renewal
- 1652 1) At the time of this evaluation, the candidate should have made significant progress
- 1653 towards achieving excellence in librarianship. It is also expected that the candidate
- 1654 will have begun to implement a program of service to the College and scholarly,
- 1655 professional and/or creative activities. Although the candidate will be evaluated in

1656 all three areas, primary importance will be given to the person's librarianship.  
1657 Persons who are not professionally competent or who fail to demonstrate continued  
1658 significant progress towards excellence in librarianship, service, or  
1659 scholarly/professional/creative activity should not be reappointed. Librarians who  
1660 have not completed the work for the appropriate terminal degree generally will not be  
1661 reappointed.

1662 b. Tenure and Promotion to Associate Librarian

1663 1) In this evaluation, the candidate's librarianship, service, and scholarly, professional,  
1664 and/or creative achievements will be assessed. For the granting of tenure and  
1665 promotion to Associate Librarian, the candidate must be an excellent librarian.  
1666 Scholarly, professional, and creative accomplishments must be of high quality and  
1667 recognized by professional peers beyond the campus. Service to the College must be  
1668 of high quality. All achievements must be consistent with the expectations by the  
1669 College spelled out in the pre-tenure evaluations.

1670 c. Promotion to Librarian

1671 1) Librarians with tenure are expected to continue to develop as librarians, colleagues,  
1672 and scholars throughout their careers. For promotion to Librarian, the candidate must  
1673 continue to be an excellent librarian, and demonstrate continuing high quality  
1674 professional activity recognized outside the College. Service to the College should  
1675 be of superior quality and include leadership roles. The librarian's progress should  
1676 be consistent with the expectations by the College spelled out in earlier evaluations.

1677 6. The Evaluation Process for Pre-tenure Contract Renewal, Tenure, and Promotion of  
1678 Librarians

1679 a. The librarian evaluation process is established for the evaluation of all full-time librarians  
1680 for the purposes of pre-tenure contract renewal, the awarding of tenure, and promotion to  
1681 higher rank. The formal evaluation for pre-tenure and tenured librarians is focused on an  
1682 evaluation file consisting of required materials specific to the stage of evaluation and  
1683 prepared by the librarian under evaluation. Once submitted, the evaluation file is the  
1684 common document reviewed and evaluated in sequence by the evaluative chain, with the  
1685 exception of instructors, whose files are evaluated only by the chair and the Dean of  
1686 Faculty. The chain of evaluation is as follows: the Library Evaluation Committee makes  
1687 a recommendation to the College Evaluation Committee who makes a recommendation  
1688 to the Dean of Faculty who in turn makes a recommendation to the President. The  
1689 President recommends an action to the Academic Affairs Committee of the Board of  
1690 Trustees and the Board of Trustees makes the final decision.

1691 b. Confidentiality of the Process and Conduct of Participants in the Process

- 1692 1) Committees and individuals involved in the evaluation process have the right and the  
1693 responsibility to conduct their deliberations without outside interference.  
1694 2) Participants in the evaluation process must observe strict confidentiality at each step.  
1695 Discussions about a candidate may only involve those with direct knowledge of the  
1696 content of the librarian's file.  
1697 3) Librarians shall be notified of all decisions that concern them and will be informed of  
1698 the reasons for each decision.  
1699 4) Upon written request by a librarian or an officer or committee involved in the  
1700 evaluation process, the Faculty Senate shall investigate any allegations of violations  
1701 of procedures.

1702 c. Timetable of the Evaluation Process



- 1703 1) Pre-tenure Contract Renewal
- 1704 a) The following timetable applies to persons who are appointed to tenure-track
- 1705 positions at the entry level. For librarians who are credited with previous
- 1706 experience in librarianship, appropriate adjustments will be made as described in
- 1707 the appointment letter.
- 1708 b) The pre-tenure evaluation will be conducted during the fifth semester of the
- 1709 librarian's employment at the College.
- 1710 c) The librarian must have their evaluation file submitted to the library director by
- 1711 August 15th prior to the start of their fifth semester.
- 1712 d) Following the formal pre-tenure evaluation in the third year, the library director
- 1713 will discuss with the librarian the expectations for tenure as outlined in the
- 1714 program letter.
- 1715 2) Tenure and Promotion to Associate Librarian
- 1716 a) The evaluation for granting of tenure and simultaneous promotion to associate
- 1717 librarian will typically occur in the librarian's twelfth semester at the College,
- 1718 unless an earlier time is agreed to by the Dean of Faculty or an extension has
- 1719 been granted. Pre-tenure sabbatical time is included in this count. Leave of
- 1720 absence may also be included in this count.
- 1721 b) The librarian must have their evaluation file submitted to the library director by a
- 1722 time determined by the Dean of Faculty.
- 1723 3) Promotion to Librarian
- 1724 a) As early as the twelfth semester following tenure and promotion to Associate
- 1725 Librarian, a librarian may make application to the library director to be promoted
- 1726 to Librarian. This time includes any time on sabbatical from the College. This
- 1727 time may include leaves of absence.
- 1728 d. The Evaluation Process
- 1729 1) Review of candidates for reappointment, tenure, and promotion is conducted by the
- 1730 following groups and individuals, in the specified order. The specific purpose of each
- 1731 group or individual is to evaluate the performance of the faculty member under
- 1732 review, and make recommendations on pre-tenure contract renewal, tenure, or
- 1733 promotion.
- 1734 2) The candidate is responsible for submitting the completed electronic file to the LEC
- 1735 Chair and to the Office of the Dean of Faculty simultaneously no later than close of
- 1736 business on the indicated due date, or the following business day if the due date is a
- 1737 weekend or holiday.
- 1738 3) Should the file be found to have structural problems, mechanical or permissions
- 1739 issues, or inaccessible content, the Office of the Dean of Faculty may communicate
- 1740 with the candidate to pursue corrections. If the candidate is unavailable or
- 1741 unresponsive to this request after one week, the file will progress through the
- 1742 evaluation chain noting that deficiency.
- 1743 4) Should the file be found to have erroneous or unclear content, either evaluative
- 1744 committee may send the candidate a request for correction or clarification,
- 1745 simultaneously copying in the Dean of Faculty. The candidate will have one week to
- 1746 reply with a written response; both communications will be added to the file
- 1747 alongside the evaluating committee's letter.
- 1748 5) Library Evaluation Committee (LEC)
- 1749 a) Composition of the LEC

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- i) The Library Evaluation Committee (LEC) comprises librarians with tenure who are not serving in administrative positions outside of the Library. Tenured members of the Library who are on sabbatical in semesters when a promotion case is scheduled for review may opt to sit in on, review, and vote with the LEC if they wish, but such service shall be neither compulsory nor coerced.
  - ii) The chair of the LEC shall be the Library Director. If the Library Director is not tenured or is standing for tenure or promotion, the LEC will elect a chair from within its members.
  - iii) A LEC will contain no fewer than three members. If there are no more than two librarians with tenure, the person under review shall submit the names of faculty members from other departments to serve on the LEC and the Dean of Faculty shall appoint from this list.
- b) Procedures for the LEC
- i) It is the responsibility of the LEC to participate in a thorough and balanced evaluation of their colleagues. All LEC members should acquire knowledge of the candidate's librarianship, through discussions about librarianship with the candidate, review and discussion of library-related materials, or observations. The LEC Chair will collaborate with the senior faculty and the candidate to arrange pedagogical discussions or review of materials. The LEC Chair may request, in the semester prior to a formal review (for pre-tenure contract renewal, tenure, or promotion), to schedule one to three (total) observational visits by the library director or other senior faculty. The LEC Chair and the candidate will work together to find mutually acceptable times for the visits. LEC members should also acquaint themselves with the candidate's professional work and service to the College by reviewing the candidate's evaluation file.
  - ii) An evaluative meeting of the LEC will be convened to discuss the candidate's file. Voting procedures for the LEC will be as follows.
    - (a) Voting on motions will be by secret ballot.
    - (b) Votes will be written, with two possible votes of either yea or nay. Any member of the LEC who is not prepared to vote yea or nay on the motion of a candidate for contract renewal or promotion should recuse themselves from the proceedings for that particular case. If a recusal will result in a number fewer than three remaining members on the LEC, the LEC will be reconstituted according to the terms specified above in the section pertaining to the Composition of the LEC. A motion to recommend renewal or promotion will pass if and only if a majority of the votes are cast in favor of the motion.
    - (c) At all evaluation levels, a vote shall be taken on a motion to recommend the candidate for contract renewal, tenure and promotion, or promotion as appropriate.
  - iii) Following this evaluative meeting, the LEC chair will write a letter summarizing the results of the meeting. The letter must reflect both the majority and minority opinions of the tenured librarians, including all votes cast.

- 1796 iv) The letter will be circulated to all tenured members of the LEC not on  
 1797 sabbatical for review and signature.
- 1798 v) The letter will be delivered to the librarian and a copy sent to the Office of  
 1799 the Dean of Faculty.
- 1800 vi) The librarian under review will have one week after receiving the LEC  
 1801 chair's letter to submit a written response (if desired) to that letter prior to  
 1802 advancement of the faculty member's file to the College Evaluation  
 1803 Committee. This response will be delivered to both the LEC chair and the  
 1804 Dean of Faculty.
- 1805 vii) The evaluation file will be delivered to the Office of the Dean of Faculty and  
 1806 the LEC chair's letter and any response to that letter will be placed in the  
 1807 librarian's evaluation file.
- 1808 6) College Evaluation Committee (CEC)
- 1809 a) The CEC will evaluate the librarian according to the standards set forth for  
 1810 librarians in these Bylaws (Section VK4).
- 1811 b) The CEC shall follow the same procedures in evaluating librarians as those set  
 1812 forth for teaching faculty in these Bylaws (Section VF4f2).
- 1813 7) Dean of Faculty
- 1814 a) The Dean of Faculty will evaluate the librarian according to the standards set  
 1815 forth for librarians in these Bylaws (Section VK4).
- 1816 b) The Dean of Faculty shall follow the same procedures in evaluating librarians as  
 1817 those set forth for teaching faculty in these Bylaws (Section VF4g).
- 1818 8) Appeals Committee
- 1819 a) Appeals may be made as set forth in these Bylaws in Section VF4g3
- 1820 9) President
- 1821 a) The President will evaluate the librarian according to the standards set forth for  
 1822 librarians in these Bylaws (Section VL4).
- 1823 b) The President shall follow the same procedures in evaluating librarians as those  
 1824 set forth for teaching faculty in these Bylaws (Section VF4h).
- 1825 c) Appeals may be made as set forth in these Bylaws in Section VF4h3.
- 1826 10) Board of Trustees
- 1827 a) The Board of Trustees issues the final decision relating to reappointments,  
 1828 promotions, tenure, and dismissals.
- 1829 b) The Academic Affairs Committee of the Board of Trustees will review the  
 1830 recommendations of the President, along with the recommendations of the other  
 1831 evaluators and committees involved in the librarian evaluation process.
- 1832 c) The Academic Affairs Committee will present its recommendations to the full  
 1833 Board of Trustees for action. All recommendations and responses will be  
 1834 available to the board.
- 1835 d) When the Board of Trustees has made its decision, the librarian will be notified  
 1836 in writing of the decision of the board.
- 1837 7. Materials Included in the Evaluation File
- 1838 a. Evaluation for pre-tenure contract renewal, tenure, and promotion require preparation of  
 1839 an evaluation file. A clear and concise evaluation file is preferable to one containing  
 1840 redundancies. The librarian is responsible for assembly of this file and is the only  
 1841 individual who can place materials in the file except for evaluative letters (and responses,  
 1842 if any, to such letters) prepared by the library director, Library Evaluation Committee,

1843 College Evaluation Committee, Dean of Faculty, President, the Board of Trustees, and  
 1844 the transmittal memorandum for external letters where applicable. The Office of the  
 1845 Dean of Faculty is responsible for seeing that letters are placed in the file at the  
 1846 appropriate times in the process. The evaluation file is distinct from the personnel file.  
 1847 Only those materials listed below may be included in a file, and they must be presented in  
 1848 the order given.

1849 1) Tenure. The tenure file is intended to primarily describe the achievements of the  
 1850 librarian from the time of hire in a tenurable position at St. Mary’s College of  
 1851 Maryland up to the time of the tenure evaluation. Thus, materials from the pre-tenure  
 1852 contract renewal file should be included in the tenure file as indicated below.

1853 a) In situations where the faculty member has had the case deferred, all materials  
 1854 from the initial tenure file will remain in the file. The deferral letter will clearly  
 1855 communicate which materials must be updated or added for the next year’s  
 1856 review.

1857 2) Promotion to Librarian. The promotion file is intended to reflect the  
 1858 accomplishments of the faculty member across their career. However, as the focus of  
 1859 the review is on the time since promotion to Associate rank, materials from previous  
 1860 reviews should not be included in the promotion file.

1861 b. The specific materials to be included in a librarian’s file when evaluated for contract  
 1862 renewal, tenure, or promotion are noted in Table 2.

1863 “R” indicates that this item or category of materials is required in the file at that  
 1864 milestone.

1865 “O” indicates the item or category of materials is optional at that milestone but may be  
 1866 included in the file if applicable or desired.

1867 “--” indicates the item or category of items should not be included in the file at that  
 1868 milestone.

1869  
 1870

Table 2. Materials To Be Included in Librarians’ Evaluation Files for Pre-Tenure Contract Renewal, Tenure, and Promotion			
Item/Category of Materials	Pre-tenure Contract Renewal	Tenure and Promotion to Associate	Promotion to Librarian
1. Recommendations from Evaluators	R	R	R
2. Current CV	R	R	R
3. Self-Report	R	R	R
4. Academic Program Participation	O	O	O
5. Colleague Evaluations	O	O	O
6. Student Evaluations	O	O	O
7. External Letters	--	R	R
8a. Materials Documenting Librarianship	R	R	R
8b. Advising Materials	R	R	R
9. Scholarly, Professional, or Creative Materials	R	R	R

10a. Service Materials	--	--	R
10b. Service Letter	--	--	R
11. Complete Pre-Tenure Contract Renewal File	--	R	--

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- 1) Recommendations from Evaluators: Following an evaluation, letters by groups involved in the librarian evaluation process will be added to the librarian’s evaluation file by the Office of the Dean of Faculty and will be placed before the CV.
  - 2) Current CV
    - a) There will be no limit on the number of pages for the CV, but it should not describe service or courses taught, as these are more appropriately included in Section 8 (Materials Documenting Librarianship) or Section 10 (Materials Documenting Service) below, or in the comprehensive self-report.
  - 3) Comprehensive Self-report
    - a) In this report the librarian reflects on their librarianship; mentoring process; service to the College and the wider community; scholarly, professional and/or creative activities; and goals for the future. The suggested length for this self-report is 3000 words.
  - 4) Academic Program Participation
    - a) Librarians who have significant participation in an academic program may elect to have a letter of evaluation from the program chair or coordinator or from another participant of the relevant area(s) included in the pre-tenure review, tenure, promotion, and/or post-tenure review evaluation file.
  - 5) Colleague Evaluation Letters
    - a) The candidate may elect to include letters of evaluation prepared by colleagues who can focus on any area of a candidate’s performance about which the evaluator is well informed. These letters can be solicited from junior or senior faculty within the College community and can focus on a person’s librarianship, service, scholarly/professional/creative activities, or other features of the librarian’s professional performance. With the exception of a letter focusing on college service for the review leading to promotion to the rank of professor, these letters are not required. Any such letters are mostly likely to be helpful when they come from faculty members who are outside the candidate’s LEC.
  - 6) Student Evaluation Letters
    - a) The candidate may elect to include letters of evaluation from students with whom the candidate has interacted in any capacity, but the candidate may not ask students for such letters while they are currently taking a class or other credit-bearing experience with the candidate, or are directly supervised by the candidate in a paid employment capacity. These letters may include those from former students or advisees. These letters are not required for evaluation at any level and are most useful when they address the candidate’s work with students outside the typical classroom experience.
  - 7) External Letters
    - a) In the case of an individual standing for tenure or promotion to librarian, two letters assessing the candidate’s scholarship must be solicited from beyond the College community. The candidate, in consultation with the LEC chair, will compile a list of at least four professional peers from outside the College. The

- 1914 Dean of Faculty will select two people from the list and will request each to  
 1915 evaluate the faculty member's scholarship.
- 1916 8) Materials Documenting Librarianship
- 1917 a) These materials should address the librarian's core area(s) of responsibility, and  
 1918 may include subject guides, special projects or statistical reports, instructional  
 1919 materials, loader specifications, web project screen shots, finding aides, etc.
- 1920 b) Advising Materials
- 1921 i) In the semester preceding the evaluation, the advisees of the librarian will fill  
 1922 out a questionnaire concerning their advising experiences. The library  
 1923 director will administer the questionnaire and a summary of this information  
 1924 will be placed in the evaluation file.
- 1925 9) Materials Documenting Scholarly, Professional, and/or Creative Activities may  
 1926 include:
- 1927 a) scholarly publications;
- 1928 b) papers presented at professional meetings;
- 1929 c) articles on creative and intellectual topics in journals, magazines, or newspapers;
- 1930 d) documentation of exhibitions, creations, performances, and presentations;
- 1931 e) additional material such as announcements or reviews relevant to a person's  
 1932 literary, artistic, dramatic and musical creations, exhibitions, performances and  
 1933 presentations;
- 1934 f) writings on educational issues; textbooks and other books of an intellectual  
 1935 character authored or edited by the person;
- 1936 g) documentation concerning the development and organization of scholarly  
 1937 symposia, conferences, or other events that enhance the intellectual life at or  
 1938 outside the College and concerning addresses delivered at such events;
- 1939 h) consulting or adjudicating reports of a professional nature and reviews of  
 1940 professional work;
- 1941 i) external grant proposals; information concerning study or training that expands  
 1942 the competence of the faculty member into new areas;
- 1943 j) information regarding other expressions of continuing professional involvement  
 1944 and growth;
- 1945 k) documentation of recognition by peers at or outside the College of the faculty  
 1946 member's professional work; and
- 1947 l) other information that the faculty member deems pertinent.
- 1948 10) Materials Documenting Service to the College and the Wider Community
- 1949 a) Service Materials
- 1950 i) Any materials that the librarian deems to be pertinent may be included,  
 1951 particularly those that support themes discussed in the self-report. These  
 1952 materials may include committee reports written all or in part by the  
 1953 candidate, awards for college service, unsolicited letters, brochures, or other  
 1954 material evidence of service, etc.
- 1955 b) Service Letter
- 1956 i) For promotion to Librarian only, each candidate's file must include one letter  
 1957 from a faculty or staff member, supervisor, professional colleague, or other  
 1958 collaborator (within or outside the College community) that documents the  
 1959 candidate's contribution to a particular service activity or set of activities.  
 1960 Generally, the candidate should choose the most significant and/or relevant

- 1961 service activity to be represented by this letter. Multiple letters are  
1962 acceptable if there are multiple activities that the candidate feels should be  
1963 highlighted; but an excessive number of letters should not be included.
- 1964 11) Complete Pre-Tenure Contract Renewal File
- 1965 12) Materials Not to be Included in the Evaluation File
- 1966 a) The evaluation file may not contain yearly self-reports, the library director's  
1967 annual letters regarding self-reports, employment contracts, duplicates of  
1968 documents (e.g. page proofs in addition to the published article), or raw data  
1969 from supplemental self-designed evaluations (i.e., the actual response forms).
- 1970 8. Three-Year and Five-Year Post-Tenure Review Evaluation Process for Library Faculty
- 1971 a. The purpose of the post-tenure review is to ensure that library faculty with tenure are  
1972 growing as librarians and contributing to the welfare of the College community.
- 1973 b. The first three-year post-tenure review will take place in the fifth semester after tenure  
1974 and promotion. In the sixth year after tenure, the library faculty member may either  
1975 repeat the three-year post-tenure review (due in fall semester) or may instead stand for  
1976 promotion to Librarian in the spring. The library faculty member will continue to undergo  
1977 three-year post-tenure reviews until earning promotion to Librarian. Library faculty  
1978 members are still required to undergo post-tenure review every third fall semester as a  
1979 means of documenting professional productivity and growth. Should a library faculty  
1980 member elect to be considered for promotion to Librarian at the time that the three-year  
1981 review would take place, that evaluation will replace the three-year review. The library  
1982 faculty member will still be eligible for the three-year review merit award in addition to  
1983 the promotion merit award.
- 1984 c. The first five-year review will take place in the 11th semester after promotion to  
1985 Librarian and every five years thereafter.
- 1986 9. Post-Tenure Review Evaluation Process
- 1987 a. The library faculty member under review will compile an evaluation file documenting  
1988 accomplishments in the areas of librarianship, service, and scholarly, professional and/or  
1989 creative activities. The file must include a current CV, comprehensive self-report,  
1990 materials documenting librarianship, materials documenting service to the College and  
1991 wider community, and materials documenting scholarly, professional and/or creative  
1992 activities.
- 1993 b. The Dean of Faculty will evaluate the file and communicate in writing the decision  
1994 regarding performance and accompanying merit award (where applicable) to the  
1995 librarian. The letter will be shared with the library faculty member and become part of the  
1996 evaluation file.
- 1997 c. The Dean of Faculty will arrange a meeting with the library faculty member to follow up  
1998 on the post-tenure review, answer any questions regarding the letter, discuss plans to  
1999 stand for promotion, or address performance concerns.
- 2000 d. The library faculty member under review will have one week after receiving the Dean of  
2001 Faculty's letter to submit a written response (if desired) to that letter to the President.  
2002 This response will be attached to the decision of the Dean of Faculty and will become  
2003 part of the library faculty member's file.
- 2004 e. If the library faculty member determines that there are grounds for appealing the  
2005 recommendation of the Dean of Faculty regarding merit evaluation, the library faculty  
2006 member may request a review of the case through the appeals process. If so, the library  
2007 faculty member must request the appeal in writing within one week from receipt of the

2008 Dean of Faculty's recommendation. The library faculty member and the Dean of Faculty  
2009 will then have two weeks to form a special Appeals Committee. The Appeals Committee  
2010 shall consist of three tenured faculty members, with one member chosen by the library  
2011 faculty member filing the appeal, the second one chosen by the Dean of Faculty, and a  
2012 third person acceptable to both parties. The Appeals Committee shall review the case and  
2013 make a written recommendation on the merits of the appeal to the President and to the  
2014 library faculty member. That recommendation will become part of the evaluation file.  
2015 f. The President shall review the file, the decision of the Dean of Faculty, and the library  
2016 faculty member's letter of response to the Dean of Faculty. The President will make the  
2017 final decision regarding the appeal of the library faculty member regarding the evaluation  
2018 and communicate this decision in writing to the library faculty member.  
2019 g. Should a library faculty member elect to be considered for promotion to Librarian at the  
2020 time that the five-year review would take place, that evaluation will replace the five-year  
2021 review; however, the library faculty member will still be eligible for the five-year review  
2022 merit award in addition to the promotion merit award.

#### 2023 L. Dismissal of a Faculty Member for Adequate Cause

##### 2024 1. General

- 2025 a. The Board of Trustees may dismiss a faculty member with tenure or before the end of  
2026 any contractual appointment only for one or more of the following causes:  
2027 incompetence, professional or scholarly misconduct, serious neglect of duty, or  
2028 conviction or admission of a serious crime involving moral turpitude that would evoke  
2029 condemnation by the academic community (as described in the 1940 Statement of  
2030 Principles on Academic Freedom and Tenure \*American Association of University  
2031 Professors, 1940 [1970]).  
2032 b. In a case where immediate harm to the faculty member or to others is threatened by  
2033 continuance in the position, the person may be suspended at the discretion of the  
2034 President for the duration of the dismissal procedure while continuing to receive normal  
2035 salary.

##### 2036 2. Procedures for Dismissal for Adequate Cause

- 2037 a. To dismiss a faculty member, the procedures described below apply. All steps are to be  
2038 taken as expeditiously as possible.  
2039 b. Preliminary Proceedings  
2040 i. Before formal steps are taken, the department chair and the Dean of Faculty shall  
2041 attempt to hold a special conference with the faculty member concerned and try  
2042 to resolve the matter by mutual consent. If this is not possible, formal  
2043 proceedings may be initiated.  
2044 c. Formal Proceedings  
2045 1) The President shall inform the faculty member in writing of the intention of the  
2046 College to dismiss, and of the reasons for this step. The notification must be  
2047 delivered personally, or by registered or certified mail, to the last known address of  
2048 the faculty member. A copy of the President's letter shall be transmitted to the  
2049 College Evaluation Committee. If the faculty member so requests, the College  
2050 Evaluation Committee shall conduct an investigation of the reasons and/or hold a  
2051 hearing (see below). The request of the faculty member to the committee must be  
2052 made, in writing, no later than ten working days after the receipt of the dismissal  
2053 notice. After consideration of the report and the recommendation of the College  
2054 Evaluation Committee, the President shall make a report and a recommendation to



- 2055 the Board of Trustees. The faculty member shall receive copies of all reports and  
2056 recommendations by the College Evaluation Committee and the President at the time  
2057 they are issued.
- 2058 d. The faculty member may appeal the President's decision to the Board of Trustees which  
2059 will determine the form of the appeal. If the faculty member wishes to appeal the  
2060 President's decision, the faculty member must submit the request in writing to the Board  
2061 Chairperson within two weeks of receipt of the President's recommendation to the Board.  
2062 The faculty member facing dismissal for cause is entitled to a formal hearing before the  
2063 Board of Trustees to make an appeal to the President's decision. At this appeal, the  
2064 faculty member shall be entitled to address the Board of Trustees and to be represented  
2065 by any person or persons of their choice, including an attorney.
- 2066 e. The final action of the Board of Trustees shall be taken at a regular or special meeting.  
2067 To dismiss a faculty member, an affirmative vote of a majority of all members of the  
2068 Board of Trustees is required.
- 2069 3. Investigation and Hearing by the College Evaluation Committee
- 2070 a. If the faculty member requests an investigation and/or a hearing by the College  
2071 Evaluation Committee, the following standards and procedures shall be observed:
- 2072 1) While the dismissal procedures take place, the President may suspend the faculty  
2073 member or assign them to other duties in lieu of suspension only if immediate harm  
2074 to the faculty member or to others is threatened by continuance of regular duties,  
2075 incompetence, professional or scholarly misconduct, serious neglect of duty, or  
2076 conviction or admission of a serious crime involving moral turpitude that would  
2077 evoke condemnation by the academic community. The President will inform the  
2078 College Evaluation Committee of the suspension, and the Committee may make a  
2079 recommendation concerning the propriety, the length, and the other conditions of the  
2080 suspension. During the period of suspension, the faculty member will continue to  
2081 receive their regular salary.
- 2082 2) The College Evaluation Committee may, with the consent of the parties concerned,  
2083 hold joint prehearing meetings with the parties in order to (i) simplify the issues, (ii)  
2084 determine matters of fact, (iii) provide for the exchange of documentary or other  
2085 information, and (iv) achieve other appropriate prehearing objectives as will make  
2086 the hearing fair, effective, and expeditious.
- 2087 3) The hearing will be closed unless all parties agree to open it to the College  
2088 community.
- 2089 4) During the proceedings the faculty member will be permitted to have counsel present,  
2090 and they may opt to nominate one professional colleague to serve as a spokesperson  
2091 during the hearing.
- 2092 5) At the request of either party or the Committee, a representative of a responsible  
2093 educational organization will be permitted to attend the proceedings as an observer.
- 2094 6) A verbatim record of the hearing will be taken, and a copy will be made available to  
2095 the faculty member without cost, at the faculty member's request.
- 2096 7) The burden of proof that adequate cause exists rests with the institution and will be  
2097 satisfied only by clear and convincing evidence in the record considered as a whole.
- 2098 8) At its discretion, the Committee will grant adjournments to enable either party to  
2099 investigate evidence about which, in its judgment, a valid claim of surprise is made.
- 2100 9) The faculty member will be afforded an opportunity to obtain necessary witnesses  
2101 and documentary or other evidence. The administration will cooperate with the

- 2102 Committee in securing witnesses and making available documentary and other  
2103 evidence that the Committee deems pertinent. Confidential information from the  
2104 personnel files of other faculty members may be released only with the consent of  
2105 these persons.
- 2106 10) The faculty member and the administration will have the right to confront and cross-  
2107 examine all witnesses. Where the witnesses cannot or will not appear, but the  
2108 Committee determines that the interests of justice require admission of their  
2109 statements, the Committee will identify the witnesses, disclose their statements, and,  
2110 if possible, provide for interrogatories. Persons who have completed anonymous  
2111 student evaluations on the faculty member are not considered to be witnesses.
- 2112 11) In the hearing of charges of incompetence, the testimony will, at the request of the  
2113 faculty member or the College, include that of qualified faculty members from this or  
2114 other institutions of higher education.
- 2115 12) The Committee will not be bound by strict rules of legal evidence and may admit any  
2116 evidence which is of probative value in determining the issues involved.
- 2117 13) The findings of fact and the decision will be based solely on the hearing record.
- 2118 14) Except for such simple announcements as may be required, covering the time of the  
2119 hearing(s) and similar matters, and except as otherwise provided by law, public  
2120 statements, and publicity about the case by either the faculty member or  
2121 administrative officers will be avoided as far as possible until the proceedings have  
2122 been completed, including consideration by the Board of Trustees. The President and  
2123 the faculty member will be notified in writing of the recommendation of the  
2124 Committee and will be given a copy of the record of the hearing.
- 2125 15) If the Committee concludes that adequate cause for dismissal has not been  
2126 established by the evidence in the record, it will so report to the President.
- 2127 16) If the Committee concludes that adequate cause for dismissal has been established,  
2128 but that an academic penalty less than dismissal would be more appropriate, it will so  
2129 report, with supporting reasons.
- 2130 17) If the President rejects the report, the President will state the reasons for doing so, in  
2131 writing, to the Committee and to the faculty member, and provide an opportunity for  
2132 response within ten days before transmitting the case to the Board of Trustees.
- 2133

## 2134 V. Bylaws Governing Lecturer Appointments and Evaluations

### 2135 A. Minimum Criteria for Appointing Lecturers at Rank

#### 2136 1. Lecturer

- 2137 a. A master's degree in a field relevant to the area of instruction.  
2138 b. Typically less than five years of full-time teaching experience in higher education.

#### 2139 2. Senior Lecturer

- 2140 a. A master's degree in a field relevant to the area of instruction.  
2141 b. Typically at least five years of full-time teaching experience in higher education.

#### 2142 3. Master Lecturer

- 2143 a. A master's degree in a field relevant to the area of instruction.  
2144 b. Typically at least five years full-time teaching experience in higher education at the rank  
2145 of Senior Lecturer or the equivalent.

### 2146 B. Conditions for Lecturer Appointments

- 2147 1. The initial appointment is typically for a term of three years. A notice that the appointment  
2148 will or will not be renewed must be given in writing by the Dean of Faculty's Office no later

- 2149 than 6 months before the expiration of the contract. Failure to provide notice of non-renewal  
2150 by the sixth month before expiration of the contract shall result in contract renewal.
- 2151 2. A second appointment is typically for a term of three years. Notice that the appointment will  
2152 or will not be renewed must be given in writing by the Dean of Faculty no later than 12  
2153 months before the expiration of the contract.
- 2154 3. Renewals after the second appointment are typically for a term of five years. For such  
2155 renewals, notice that the appointment will or will not be extended for another five years must  
2156 be given in writing by the Dean of Faculty no later than 12 months before the expiration of  
2157 the contract.
- 2158 4. Any failure to provide the required notice of non-renewal by the twelfth month before  
2159 contract expiration shall result in an extension of the existing contract of no less than one  
2160 year.
- 2161 5. Faculty within the Lecturer track will be appointed to the College under the immediate  
2162 supervision of the Dean of Faculty. As appropriate to the disciplinary expertise of the faculty  
2163 member and the anticipated teaching responsibilities, the Dean of Faculty may delegate  
2164 immediate supervision to a department chair, cross-disciplinary program coordinator,  
2165 Associate Dean, or other person as deemed by the Dean of Faculty to be consistent with the  
2166 effective operation of the faculty member's duties.
- 2167 6. The full-time teaching load for faculty in the Lecturer track typically is eight courses (32  
2168 credits) per academic year. At the request of the faculty member and based on the needs of  
2169 the College, a summer teaching load, a specified advising load, or an administrative  
2170 assignment can be substituted for a portion of the academic-year load without reduced or  
2171 additional compensation.
- 2172 7. Scholarly activity sufficient to remain current in pedagogy and disciplinary content is  
2173 expected within the full-time load. Scholarly activity beyond that sufficient for currency is  
2174 encouraged but shall not be considered in personnel actions.
- 2175 8. Departmental citizenship in the form of attending department meetings and responding to  
2176 administrative requests regarding courses is required. While service beyond basic  
2177 departmental and/or programmatic needs is not expected, such extra-departmental service can  
2178 be valued and is considered in personnel actions.
- 2179 9. Compensation within the Lecturer track will be commensurate with experience and  
2180 competitive to that of tenure-track faculty positions at comparable rank.
- 2181 10. Contract renewals and promotions within the Lecturer track will include concomitant salary  
2182 adjustments competitive to those received by tenured and tenure-track faculty members at  
2183 similar career milestones.
- 2184 C. Standards for Evaluating Lecturers
- 2185 1. The basic criterion of evaluation is excellence in teaching. Lecturer positions carry only  
2186 modest expectations of scholarly activity directed at academic and professional currency.  
2187 Modest service to the College beyond basic departmental citizenship is valued but not  
2188 required for Lecturers. High quality teaching and the maintenance of excellence and  
2189 competence in the classroom are the primary criteria for evaluation and cannot be replaced by  
2190 achievement in the other areas.
- 2191 2. Evaluation of excellence in teaching shall follow the standards defined for tenured and  
2192 tenure-track faculty.
- 2193 3. Expected teaching achievements at various ranks shall follow the expectations for teaching  
2194 achievement for tenured and tenure-track faculty at commensurate ranks. Lecturers who are  
2195 not professionally or pedagogically current should not be renewed.

2196 4. Lecturers under review for reappointment may opt to submit a self-report and teaching  
2197 materials to the Department Chair to inform the recommendation letter. Any optional  
2198 materials from the lecturer must be submitted to the Dean of Faculty with the Chair's  
2199 recommendation.

2200

2201 VI. Bylaws Governing Evaluations of Faculty on Visiting or Adjunct Appointments

2202 Program chairs or coordinators are responsible for reviewing the performance of faculty members  
2203 with visiting or adjunct appointments. They should regularly review the student evaluations of  
2204 these faculty members and meet with them to discuss the results. Visiting and adjunct professors  
2205 who are not professionally competent or who lack effective teaching skills should not be  
2206 reappointed. Chairs/coordinators should make recommendations about contract renewal or non-  
2207 renewal to the Dean of Faculty or their designee.

# 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 (*Aligned with State Plan Goals*)

#### **Goal 1: Ensure a high quality and rigorous academic program. (*Success, Innovation*)**

Objective 1.1: SMCM places intentional emphasis on student completion of high-impact practices (HIPs), setting aggressive targets and providing opportunities to meet them. Students in the Class of 2024 completed a record number of HIPs (average of 4 experiences per student and 95% completed three or more), meeting or surpassing both targets (100% completing at least two and 80% completing at least three HIPs). This increase likely reflects both the first full class to graduate under the LEAD curriculum, which emphasizes experiential learning, and continued recovery from the decline of two pandemic-affected graduating classes. SMCM continues to actively 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](#).

*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. Full-time faculty continue to teach the great majority (86%) of undergraduate credit hours. Since 2020 there has been an increase in part-time faculty, largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways course sequence of the LEAD curriculum. Students benefit from learning with these professionals while taking the majority of their traditional coursework with full-time faculty. Finally, the undergraduate student-faculty ratio has been at 10:1 for the past three years, below the target of 12:1 and more financially sustainable than the 9:1 ratio reported in 2020 and 2021. The increase in part-time faculty teaching the professional pathways courses has contributed to keeping the student-faculty ratio low; without those adjunct faculty, the ratio would be approximately 10.5:1.

*Peer Benchmarks:* According to the most recent available data (Fall 2022), SMCM has the lowest (most favorable for the student experience) student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, which average 14:1. The SMCM student-faculty ratio is fourth lowest among the 28 Council of Public Liberal Arts Colleges (COPLAC) institutions, which also average 14:1; and is on par with Maryland private institutions and peer institution's average of 10:1, and aspirant institutions which average 9:1. (Source: IPEDS Data Center)

**Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff. (Access, Success)**

Objective 2.1: The percentage of incoming students who identify as students of color has remained at or above 30% for the past five years, a substantial and sustained improvement from about a decade ago when the percentage averaged only 20% (data not shown). Over the next two years, we expect to meet the target of 33% which was reset two years ago. Entering class targets were exceeded for first generation college students for the seventh consecutive year, for the out-of-state population for the third consecutive year, and for Pell recipients for the fourth out of the past five years. Encouragingly, the percentage of out-of-state students has slowly been rising and is expected to hold steady 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 (3.49, unweighted) continues to surpass the target of 3.40, and is projected to hold steady at this level with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2020 cohort graduating by Summer 2024) and six-year graduation rates (Fall 2018 cohort graduating by Summer 2024) were below targets for all groups. Note that graduation targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels two years ago 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 groups. Reaching certain early academic milestones is crucial for students to make timely progress toward their degree, and we will be implementing additional ways for advisors and academic support staff to support student attainment of these milestones by students. In addition, we will continue to offer online courses during both the Summer and Winter terms to provide students with a convenient means of earning additional credits in between the traditional fall and spring semesters, and to explore how to make these terms more accessible. For entering first generation students, we continue to support the growth of the *Sum primus* ("I am first") program which offers extended pre-orientation activities, focusing on academic, financial, social, and cohort-building activities. Finally, SMCM's strategic plan, [\*The Rising Tide\*](#), contains 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 student advising and degree-planning experiences.

*Peer Benchmarks:* Based on the most recent national comparison data available (FY20), SMCM's overall four-year graduation rate (60% for the 2016 entering cohort graduating by 2020) exceeded or equaled those of other COPLAC institutions and other Maryland public and private four-year institutions, and was close to 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 and Hispanic students were often above the corresponding rates at other COPLAC and Maryland public and private institutions but fell below the comparison rates at 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 42 Baccalaureate Arts & Sciences institutions (all private) that participate in the Higher Education Data Sharing Consortium ([HEDS](#)). These data are three years more recent than IPEDS (2019 cohort graduating by 2023) and additionally include Pell student data. These comparisons reveal that SMCM’s four-year graduation rates for all groups lag behind these private institutions, similar to the findings in IPEDS when compared with peer and aspirant institutions. *(Sources: As shown in tables below)*

Four-Year Graduation Rates, FY20 (Fall 2016 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
<b>SMCM</b>	<b>1</b>	<b>60%</b>	<b>49%</b>	<b>48%</b>	<b>44%</b>
COPLAC	28	40%	33%	29%	35%
MD Public	11	31%	28%	26%	30%
MD Private	9	60%	55%	46%	58%
Peer	12	65%	60%	55%	60%
Aspirant	6	86%	82%	83%	81%

Source: IPEDS Data Center

Four-Year Graduation Rates, FY23 (Fall 2019 cohort)					
Institution(s)	N	Overall	African American	Hispanic	Pell
<b>SMCM</b>	<b>1</b>	<b>56%</b>	<b>41%</b>	<b>52%</b>	<b>48%</b>
Bacc A&S	42	63%	52%	59%	59%

Source: Higher Education Data Sharing Consortium

For six-year graduation rates, the most recent comparison data available (FY22) reveal that SMCM’s overall rate in that year (71%, for the 2016 entering cohort) equaled or exceeded that of other COPLAC, Maryland public and private, and peer (primarily private) institutions. As shown below, SMCM’s six-year rates for African American, Pell recipients, and need-based aid recipients also met or exceeded rates at COPLAC and Maryland public institutions, but were more variable in comparison to Maryland private and peer institutions. *(Source: IPEDS Data Center)*

Six-Year Graduation Rates, FY22 (Fall 2016 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	1	71%	60%	59%	50%	65%	64%
COPLAC	28	52%	46%	41%	47%	47%	49%
MD Public	11	49%	47%	46%	51%	46%	47%
MD Private	9	67%	64%	55%	68%	65%	66%
Peer	12	72%	69%	63%	69%	69%	70%
Aspirant	6	90%	87%	88%	86%	88%	89%

Source: IPEDS Data Center

**Objective 2.3:** The second-year retention rate continues to fluctuate, falling slightly to 81% in FY24. While still not meeting the target, this year’s retention rate still exceeds many benchmarks, and retention is a key focus of *The Rising Tide* strategic plan.

*Peer Benchmarks:* Based on the most recent data available (FY23), SMCM’s first-to-second year retention rate last year (82%) continued to exceed those of COPLAC institutions (average = 71%), Maryland public four-year institutions (average = 72%), Maryland private institutions (average = 76%), and peer institutions (average = 81%), many of which are private. Retention rates at aspirant private institutions averaged 92%, supporting SMCM’s aspirational target of 90%. (Source: IPEDS Data Center)

**Objective 2.4:** SMCM continues to work to maintain a diverse faculty and staff. Gender parity was slightly down in FY24 for the first time in seven years but is expected to return in FY25. Employee diversity targets were reset to 33% two years ago to match the student diversity goal, and this goal was nearly met this year (31%) for full-time staff. SMCM has been making slow but steady progress toward this goal in the faculty; 60% of the ten newly hired faculty in FY25 are faculty of color, and recent efforts to advance an inclusive learning environment (the Ross Fellows cluster hire initiative) and diversify search processes are expected to assist with continuing to improve toward the target.

**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. We believe this is directly related to the enrollment challenges at community colleges – SMCM’s primary source of transfer students – since the pandemic, and we will continue to devote resources toward recruiting transfer students, such as the establishment of a Director of Transfer Recruitment, Admission, and Services position and bringing together transfer services into one unit in 2023.

**Objective 2.6:** Among transfer students, the three year-graduation rate (62%, Fall 2021 entering students graduating by Summer 2024) exceeded the target for the fourth time in five years, while the four-year graduation rate (62%, Fall 2020 entering students graduating by Summer 2024) fell below the target after three years of exceeding it. It is likely that transfer students who entered in Fall 2020, at the height of the pandemic, experienced particular challenges to persistence, as seen in this cohort’s similarly low three-year graduation rate last year (56%). However, analysis of all transfer students’ degree progress suggests that this is a localized drop for the Fall 2020 cohort,



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 2014-15 and graduated by 2018. In that year, SMCM's four-year graduation rate for transfer students (70%) met or exceeded the average rates for Maryland public (50%) and private four-year institutions (68%), COPLAC institutions (53%), and peer institutions (71%). The average at aspirant institutions was 90%. (*Source: IPEDS Data Center*)

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

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 Direct 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%, remained steady at 83% and was above the all-student level of 82%.

*Peer Benchmarks:* Discussed under Objective 2.2 above.

**Goal 4: Increase student contributions to the Maryland community and to the state and national workforce. (*Success, Innovation*)**

Objectives 4.1, 4.2, 4.3, and 4.4: Community service participation in FY21 did not meet the target for the fifth year in a row 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 current strategic plan contains a pillar focusing on community engagement, and specifically outlines a plan to expand community leadership and service opportunities for students. As part of the plan, a Director of Community Relations position was created and filled in 2024. Internship participation recovered from the decline of previous years with 49% participation which surpassed the 45% target. This is likely attributed to the continued expansion of the professional skills component of the LEAD curriculum and expanded support for internships both on and off campus. The six-month employment rate slightly declined this year (65%); however, there was an increase in the six-month continuing education rate (30%) for the Class of 2023, which continued to surpass the target. Together, these shifts suggest that SMCM graduates remain on target for success after graduation; a total of 95% of graduates are either employed or continuing their education, consistent with the past two years.

*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 2022, the most recent graduating class for which benchmark data is available, SMCM’s employment rate was 67% and the national rate was 68%, while SMCM’s continuing education rate was 28% and the national rate was 20%. 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 2022 was 96%, exceeding the national rate of 91%. These numbers illustrate that SMCM graduates enjoy a high rate of post-graduate success, 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 2022 Report*)

## B. Response to Commission Questions

### 1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

The College has instituted several initiatives in a mindful effort to increase completion rates.

- Analysis of retention and graduation data among SMCM students revealed strong positive impacts of several common academic milestones which are associated with increases in completion rates ranging from 9 to 35 percentage points compared to students who did not complete the milestones. These increases are even greater among students from underrepresented groups. Identification of these most impactful milestones led to the implementation of a “16 to Succeed” campaign which has been promoted to students and advisors beginning in Fall 2021, encouraging students to take and complete 16 credits each semester. An annual academic majors and minors fair was implemented in 2021 to increase awareness of academic options. Since then, the percentage of students meeting each milestone has increased, as shown in the table below, as has retention to the second year.

<i>Milestone (% meeting)</i>	<i>FA21 cohort</i>	<i>FA22 cohort</i>	<i>FA23 cohort</i>
Attempt 16 credits 1 <sup>st</sup> semester	90%	95%	96%
Attempt 16 credits 2 <sup>nd</sup> semester	69%	75%	80%
Complete 32 credits 1 <sup>st</sup> year	49%	53%	61%
Declare major 4 <sup>th</sup> semester	69%	71%	75%
<b>Retention to Second Year</b>	<b>82%</b>	<b>83%</b>	<b>86% (prelim)</b>

- The recent addition of a compressed, online Winterim term in 2020-21 has expanded opportunities for students to catch up on credits and fulfill missing requirements. Analysis of Winterim supports its success in advancing degree completion. The percentage of students who were on track for graduation increased by 75% after Winterim in 2022, while the percentage of students behind on credits decreased by 40%.

- Several initiatives in the College’s strategic plan, [\*The Rising Tide\*](#), focus on supporting student completion rates. These include an emphasis on wellness (physical, social, and mental); expansion of student support teams and a student success center; cultivation of a sense of belonging; and additional financial support for high-impact practices such as international experiences, internships, and research and creative experiences.

**2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?**

The College monitors graduation rates of transfer students at the three-year and four-year mark. Goals are for 60% of transfer students to graduate within three years, and 70% within four years. As discussed above, SMCM has met these goals for the majority of the past five years and is on track to continue to meet them over the next few years. Recently this analysis has been expanded to investigate persistence and completion patterns among transfer students at varying incoming GPA levels, in order to identify where support resources can best be directed. To support transfer students, in 2023 SMCM established a Director of Transfer Recruitment, Admission, and Services position and brought together transfer services into one unit, and will be redesigning the new transfer student orientation programs.

**3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?**

SMCM is committed to supporting the State’s goals of access, success, and innovation, all three of which figure prominently in our mission statement. We are proud to offer a rigorous liberal arts education with a low student-to-faculty ratio at a fraction of the cost of small private liberal arts colleges, our closest programmatic peers. Our identity as the National Public Honors College underscores our commitment to provide access to a high-quality education. However, our biggest challenge in meeting these goals is resources, both financial and human capital. Offices such as the Office of Student Success Services, the Wellness Center, the Office of Student Life, the Office of Accessibility Services, and the Office of Equity Programming struggle with not having sufficient staff positions to expand their student support and enrichment programs to better address equity gaps.

**4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?**

St. Mary’s College of Maryland ensures graduates leave with employable skills through a combination of courses, coaching, and connections offered by the Center for Career & Professional Development (CCPD), such as:

- **Professional Pathway Courses:** Part of the LEAD curriculum, this three-semester course sequence prepares students for the transition from college to career, focusing on career-readiness competencies identified by the National Association of Colleges and Employers (NACE).

- **Internship Opportunities:** These provide hands-on professional experience, allowing students to apply classroom knowledge in real-world settings. Internships can be paid or unpaid, for credit or not, and can take place on or off campus.
- **Career Coaching:** Career coaching for college students is designed to help them navigate the transition from academia to the professional world, and is offered in such areas as career discovery, resume building, interview preparation, job search strategies, and soft skills in professional development.
- **Career & Internship Fairs:** Held twice a year, these fairs host employers from local, regional, national, and international organizations. Attendance is required for students in the professional pathway courses as part of their professional development.
- **Employer Visits, Networking Events, and Panels:** The college hosts on-campus employer visits, and brings students to employers for day-in-the-life experiences and networking. Additionally, CCPD hosts leaders from specific career fields to meet with students, share their experiences, and provide mentoring opportunities.
- **Mentor-a-Seahawk:** The program connects students with alumni professionals to provide networking opportunities as well as career guidance and advice, including mock interviews, resume reviews and industry insights.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success**. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

<b>Funder Name (e.g. National Science Foundation, Institute of Education Science)</b>	<b>Grant Name</b>	<b>Funded Project Name</b>	<b>Award Amount</b>	<b>Start Date</b>	<b>End Date</b>
National Science Foundation	REU	Archaeological Investigations of Colonial Maryland	\$ 368,278	4/1/2020	12/31/2024
National Science Foundation	RCN-UBE	Biologists and Graph Interpretation: Professional development for an online curriculum to foster data literacy and value diverse	\$ 10,000	10/15/2021	9/30/2026
Maryland Department of Education	Postsecondary Education Improvement Fund	Catalyzing Marine Science	\$ 900,000	9/1/2022	8/31/2025
National Science Foundation pass-thru Skidmore College	IUSE	Developing Scientific Practices with Flexible and Inclusive Course-Based Undergraduate Research Experiences Utilizing Paper	\$ 52,883	10/1/2022	9/30/2025
National Science Foundation	RCN-UBE	Faculty Fellow in the Malate Dehydrogenase CUREs Community	\$ 2,350	9/1/2023	9/30/2026
American Association for the Advancement of Science	Science and Technology Policy Fellowship	Science and Technology Policy Fellowship	\$ 94,199	9/1/2023	8/31/2025
National Science Foundation	IUSE	Developing Modernized Data Science Instruction in Psychology Curricula	\$ 297,988	7/15/2023	6/30/2026
National Science Foundation	IUSE	Collaborative Research: Broadening Instructional Innovation in the Chemistry Laboratory through Excellence in Curriculum	\$ 1,017,324	2/15/2024	1/31/2029

# 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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Percent of the graduating class successfully completing at least two high-impact practices	99%	95%	97%	99%	100%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	82%	72%	76%	83%	95%	95%	95%
Percent of all full-time faculty who have terminal degrees	98%	98%	97%	96%	93%	95%	95%
Percent of undergraduate credit hours taught by full-time	87%	82%	80%	84%	86%	86%	86%
Undergraduate student to faculty ratio	9:1	9:1	10:1	10:1	10:1	10:1	10:1

### 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.

# St. Mary's College of Maryland

**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.

<b>Performance Measures</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Est.</b>	<b>2026 Est.</b>
Average high school GPA	3.38	3.44	3.45	3.50	3.49	3.50	3.50
Percent of entering first year class who identify as members of historically underrepresented racial/ethnic groups	34%	32%	31%	31%	30%	32%	32%
Percent of entering first year class who originate from outside of Maryland	6%	9%	11%	13%	14%	12%	12%
Percent of entering first year class from first generation households	23%	25%	21%	25%	28%	22%	22%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	22%	24%	18%	20%	22%	20%	20%
Four-year graduation rate for all students	60%	58%	60%	56%	61%	65%	65%
Four-year graduation rate for students from historically underrepresented racial/ethnic groups	49%	44%	41%	50%	50%	59%	59%
Four-year graduation rate for African-American students	48%	38%	37%	41%	59%	62%	62%
Four-year graduation rate for Hispanic students	44%	44%	42%	52%	50%	52%	52%
Four-year graduation rate for all first generation students	53%	44%	57%	44%	53%	53%	53%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	58%	43%	58%	46%	56%	64%	64%
Six-year graduation rate for all students	72%	73%	71%	68%	70%	65%	65%
Six-year graduation rate for students from historically underrepresented racial/ethnic groups	67%	64%	60%	54%	54%	56%	56%
Six-year graduation rate for African-American students	51%	69%	59%	44%	45%	51%	51%
Six-year graduation rate for Hispanic students	74%	58%	50%	52%	58%	56%	56%
Six-year graduation rate for all first generation students	64%	71%	63%	58%	67%	55%	55%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	62%	76%	65%	48%	69%	59%	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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
First to second-year retention rate	85%	83%	85%	82%	81%	86%	86%
Percent of all full-time tenured or tenure-track faculty who identify as members of historically underrepresented racial/ethnic groups	15%	16%	18%	19%	21%	23%	23%
Percent women of all full-time tenured or tenure-track faculty	52%	51%	50%	50%	48%	50%	50%
Percent of all full-time (non-faculty) staff who identify as members of historically underrepresented racial/ethnic groups	28%	27%	30%	27%	31%	33%	33%
Percent women of all full-time (non-faculty) staff	57%	57%	58%	61%	60%	60%	60%
Percentage of entering fall class who are transfer students	21%	17%	18%	15%	14%	15%	15%
3-year graduation rate for all transfer students	69%	68%	64%	56%	62%	76%	76%
4-year graduation rate for all transfer students	69%	74%	74%	70%	62%	69%	69%

**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	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	78%	84%	78%	78%	82%	80%	80%
First-to-second year retention rate for students receiving need-based aid in the first semester	81%	79%	87%	84%	83%	85%	85%
Four-year graduation rate for students receiving need-based aid in the first semester	56%	54%	54%	46%	57%	64%	64%
Six-year graduation rate for students receiving need-based aid in the first semester	68%	69%	64%	63%	63%	54%	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.

<b>Performance Measures</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Est.</b>	<b>2026 Est.</b>
Percent of graduating seniors who will have performed community service while at SMCM	63%	50%	39%	37%	40%	42%	42%
Percent of graduating seniors who fulfilled a paid or unpaid internship	45%	44%	47%	38%	49%	50%	50%
Employment rate of graduates within six months of graduation	58%	53%	61%	67%	65%	67%	67%
Percent of graduates continuing their education (at any level) within six months of graduation	30%	34%	35%	28%	30%	30%	30%