



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: May 10, 2024

Date of Next Meeting: October 11, 2024

Committee Chair: Nick Abrams '99

Committee Members: Carlos Alcazar, John Bell '95, Hudson Christensen'25, Board Chair Susan Dyer, Peg Duchesne '77, Katharine Fritz'04, President Tuajuanda Jordan, Jesse Price '92,

Staff Members: Jerri Howland and Dereck Rovaris

Dashboard Metrics

None

Executive Summary

Information Items:

Vice President for Student Affairs

Vice President Howland submitted her board report which focuses on student engagement, wellness awareness and educational programming to support students' personal development. Dr. Howland's full report can be found in OnBoard.

Student Trustee

Student Trustee Hudson Christensen will present a summary of his full board report which can be found in OnBoard.

Vice President for Equity and Strategic Initiatives

Vice President Rovaris submitted his board report with updates on IDEAA staffing, programs and resources, and scholars programs retention rates. Dr. Rovaris' full report can be found in OBoard.

Discussion Items: N/A

Action Items:

II.A. Approval of the 2024 Cultural Diversity Report



**CAMPUS LIFE COMMITTEE
MEETING OF MAY 10, 2024**

**OPEN SESSION
AGENDA**

I. DISCUSSION ITEMS

- A. Vice President of Student Affairs report
- B. Student Trustee report
- C. Vice President of Equity and Strategic Initiatives report

II. ACTION ITEMS

- A. Approval of the Maryland Higher Education Commission (MHEC) Cultural Diversity Report

III. INFORMATION ITEMS

- A. Approved minutes from February 2, 2024
- B. Maryland Higher Education Commission Cultural Diversity Report

**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
MAY 10, 2024**

VICE PRESIDENT FOR STUDENT AFFAIRS REPORT

During the spring semester, Student Affairs units focused on student engagement, wellness awareness, and educational programming to support students’ personal development. As a liberal arts college we prioritize the holistic development of students, nurturing their intellectual, social, emotional, and ethical growth. We do this through a range of extracurricular activities, service-learning opportunities, internships, and research experiences. When engaged, students develop valuable skills such as leadership, communication, teamwork, and adaptability. While these experiences often occur through coursework, Student Affairs’ role is to also ensure these experiences occur outside the classroom where students live, play and work.

Student Engagement

Center for Career and Professional Development (CCPD)

Through the College's Learning through Experiential and Applied Discovery (LEAD) curriculum, CCPD is helping to equip students with the skills, knowledge, and experiences necessary for success in the professional world. Internship programs, career development services, alumni networks, and experiential learning opportunities help students explore career pathways, build professional networks, and gain real-world experience in their chosen fields. Below you can see how students experience CCPD throughout their four years followed by summaries of each program.

Year	Fall	Spring
1	<i>Professional Pathways</i> <ul style="list-style-type: none"> • Career & Network Navigation (CORE-P 101) 	<ul style="list-style-type: none"> • Career & Network Navigation (CORE-P 102) • Mentor-A-Seahawk
	<i>Career Development</i> <ul style="list-style-type: none"> • Attend Career Week events • Attend Career & Internship Fair • Schedule and attend two meetings w/ Career Mentors 	<ul style="list-style-type: none"> • Attend Career Week events • Attend Career & Internship Fair • Schedule and attend two meetings w/ Career Mentors
2	<i>Professional Pathways</i> <ul style="list-style-type: none"> • Honors College Externship (CORE-P 201) 	
	<i>Career Development</i> <ul style="list-style-type: none"> • Attend Career Week events • Attend Career & Internship Fair 	<ul style="list-style-type: none"> • Apply for an internship in the Signature Honors Internship Program (SHIP) • Prepare for your future 1:1

Year	Fall	Spring
		appointment
3	<i>Professional Pathways</i> <ul style="list-style-type: none"> • Career & Network Navigation for Transfer Students (CORE-P 301) 	
	<i>Career Development</i> <ul style="list-style-type: none"> • Participate in Signature Honors Internship Program (SHIP) • Attend Career Week events • Attend Career & Internship Fair • Go to employer presentations on campus 	<ul style="list-style-type: none"> • Apply for SHIP internship • Attend employer site visits • Attend Career Week events • Attend Career & Internship Fair • Prepare for your future 1:1 appointment
4	<i>Professional Pathways</i>	
	<i>Career Development</i> <ul style="list-style-type: none"> • Participate in Signature Honors Internship Program (SHIP) • Attend Career Week events • Attend Career & Internship Fair 	<ul style="list-style-type: none"> • Attend Career Week events • Attend Career & Internship Fair • Graduate and prepare for grad school and/or a career!

The Professional Pathways courses play a vital role in fostering professional literacy skills and knowledge among students, serving as a cornerstone of the LEAD initiative. This academic year alone, **1,380** students enrolled in Professional Pathways CORE-P courses with over 980 first-year students and 345 second-year or transfer students.

CCPD continues to partner with the Office of Alumni Relations to implement the Mentor-A-Seahawk program, in which students enrolled in CORE-P 102 and CORE-P 301 are matched with alumni mentors. The mentors and mentees connect three times over the semester to bolster students' professionalism and networking skills and to help prepare them for life beyond college. This semester **450** students were matched with 276 mentors, with 82% of matches having a shared major, minor, professional interest, and/or identity in common. For more information about this exciting program visit [Mentor-A-Seahawk Google Site](#). CCPD warmly invites Trustees to participate as mentors in the fall 2024 and/or spring 2025 Mentor-A-Seahawk program! If interested email Michael Dunn, Director of Professional Pathways, for more information (mkdunn@smcm.edu).

Throughout the spring 2024 semester, *CORE-P 201: Honors College Externship* classes were enriched by the presence of esteemed guest speakers, who enhanced students' understanding of their respective fields and inspired them with their expertise and experiences. Here are some highlights:

- **CORE-P 201: Careers in Law**, taught by Marsha Williams, Esq., featured professional panels including:
 - Hon. E. Gregory Wells, Chief Judge of the Appellate Court of Maryland
 - Hon. Amy Lorenzini, Judge, St. Mary's County Circuit Court
 - Dan Armitage, Esq., of Armitage & Armitage
 - Sue Ann Armitage, Esq., of Armitage & Armitage
 - Amber Wetzel, Esq., Assistant Public Defender
 - Tiffany Young, Esq., of Williams, McClernan, & Stack, LLC
- **CORE-P 201: Leadership Matters**, taught by Leslie Taylor, featured panels including:
 - Sybol Anderson, PhD., Executive Director, Leadership Southern Maryland
 - CJ Jaynes, Rear Admiral (Ret.)
 - Richard Marigliano, U.S. Marine Colonel (Ret.)
 - Rachel LaBatt, Flight Test Engineer at NAVAIR
- **CORE-P 201: K-12 Education**, taught by Crystal Dunkin, featured an educator roundtable including:
 - Kristina Fuentes, Spanish Teacher, St. Mary's County Public Schools
 - Kelsey Kiehlmeier, Assistant Principal K-12 education, St. Mary's County Public Schools
 - Kim Goldback, Kindergarten teacher, St. Mary's County Public Schools
 - Clifford Scruggs, Recruitment and Retention Specialist, Archdiocese of Baltimore
- **CORE-P 201: Public Health Careers**, taught by Clara Richards, '14, featured guest speakers including:
 - Heather Moritz, Environmental Health Division, St. Mary's County Health Department
 - Ashley Mowatt, Public Health Lab Scientist, St. Mary's County Health Department

CCPD continues to expand the Signature Honors Internship Program (SHIP), which provides invaluable opportunities both on and off campus. Through strategic partnerships with key stakeholders, they have facilitated over **387** internships in this fiscal year alone (see **Addendum #1**). Last fall, they supported **112** internships, and this spring, facilitated a total of **155** internships. CCPD will provide support for over **120** internships, with three exceptional new placements on the horizon:

1. ***University of Maryland School of Medicine***

Introducing **UMB SHORES: Summer Pre-Healthcare Opportunities and Research Experience with SMCM!** This summer marks the inception of a 10-week pilot internship program, facilitated by the Office of Student Research at the University of Maryland School of Medicine. Two exceptionally talented SMCM students have been selected to partake in this exciting opportunity.

2. ***National Association of Resource Conservation & Development Councils / National Conservation Partnership (including USDA)***

SMCM has partnered with the National Association of Resource Conservation & Development Councils (NARCDC) to create and provide 12 summer internship opportunities

across the United States *exclusively* to SMCM students. As one of the five key partners in the National Conservation Partnership (NCP), the National Association of Resource Conservation and Development Councils is integral to creating and implementing resource conservation programs across the country that are critical for the sustainability of our natural resources.

3. *The Patuxent Partnership - SoMD 2030 Workforce Development*

SoMD 2030 focuses on bolstering the STEM pipeline, expanding career avenues, and fostering partnerships across government, industry, and academia and cultivates internship opportunities with local industries, government agencies, and nonprofits, paving the way for further educational and career advancement. In 2023, five SMCM students were chosen from a pool of over 200 candidates to participate in 40 summer internship position; in 2024, the number rose as **11** SMCM students which highlights how competitive our students are for these opportunities.

CCPD remains dedicated to collaborating with essential stakeholders and community partners to develop and deliver robust internship opportunities, supported by funding sources beyond the college's SHIP program. In Fiscal Year 23, CCPD effectively leveraged over \$101,000 in external funding sources. For Fiscal Year 24, they anticipate leveraging nearly \$190,000 (\$101K was leveraged in FY23) from these alternative funding channels to continue providing impactful internship experiences and opportunities for our students (see below). CCPD's concerted effort underscores the College commitment to expanding access to valuable professional development opportunities and enriching the educational experiences of our student body.

FUNDED BY OTHER SOURCES	ON CAMPUS	# INTERNS	OFF-CAMPUS	# INTERNS	TOTAL FUNDS	TOTAL # INTERNS
FY23	\$ 27,000	18	\$ 74,305	21	\$ 101,305	39
FY24 (Projection)	\$ 34,000	20	\$ 152,656	61	\$ 186,656	81
TOTAL	\$ 61,000		\$ 226,9611		\$287,961\$	

CCPD invites Trustees to explore the opportunity of hosting and supervising our exceptional SMCM students as interns. Whether it's locally or globally, CCPD is dedicated to facilitating internships tailored to your and the student's needs. Your support plays a pivotal role in our students' professional development journeys, and we are deeply grateful for your involvement. For further details, please reach out to Cindy Greb, Executive Director of The Center for Career & Professional Development, via email at cwgreb@smcm.edu.

The Career & Internship Fair continues to garner enthusiastic support from employers and sponsors, evidenced by a notable increase in student attendance. At the spring Career & Internship Fair, **563** students participated, one more than last year's. Consistently, over **33%** of attendees secured offers for interviews, internships, or jobs on the spot, reflecting the event's effectiveness in connecting students with valuable opportunities.

During Career Week, an exciting new event unfolded at the Dodge Performing Arts Center: the debut of the St. Mary's College Internship Film Festival.

With over **14** students submitting short and long films and a remarkable turnout of **120** students attending the festival, it marked a significant moment for our community. This unique showcase spotlighted the experiences of SMCM interns alongside their employer partners, providing a platform for students to narrate their internship journeys and for employers to spotlight the impactful work achieved through these collaborations. The festival served as a celebration of the symbiotic relationship between the college and its industry partners, fostering a culture of collaboration and innovation.

J.P. Morgan Private Bank graciously hosted **10** students for an enriching "Morning at Morgan" event at their Washington, D.C. location in February. CCPD were particularly grateful for the presence of three former Seahawks—Meg Gesner, Private Bank Associate Fergus Hall ('19), and Private Bank Vice President Ben Yannuzzi ('09)—whose insights added a special dimension to the event.

Student Activities

OSA continues to provide a variety of entertaining and engaging events for students to build a sense of community and caring. This spring they kicked off the semester with Valentines Stuff-a-Heart and Photo Mugs (*your face on a mug*). March featured the *Dueling Pianos* in the Great Room or "Groom" (as the students affectionally call it) during chicken patty night, a very popular night of the week. To encourage students to take a break during Advising Day, OSA hosted an Escape Room program and food trucks in the DPC circle. OSA wrapped up the semester on April 12 with their annual concert called *Riverstock*, which featured *Lookout!* an all-student band as the opener, and the headliner, *Del Water Gap* in the Arena.

Student Government Association (SGA)

SGA established both an Interfaith Meditation space, located in the Campus Center, as well as approved a new group, Students for Justice, focusing on interfaith advocacy. SGA also approved funding for waterfront recreation resources, providing fun lawn games and other activities to use at the waterfront. Additional funding for CPR classes for students was approved late in the semester as well as funds to refurbish two pool tables and purchase another for Prince George Hall.

The SGA's Programs Board (PB) had a very eventful and creative semester with programming. In celebration of Leap Day, the SGAPB offered free stuff-a-critter Frogs (think build-a-bear) for students in the Campus Center (they ran out of frogs within 20 minutes of initiating the event)! Students also participated in a live art competition where they could showcase their artistic abilities and take home their own masterpiece. They got to interact with peers and a team of artistic performers from DC!

Athletics

Our student athletes are also learning important lessons on and off the field by excelling in their sport and in the classroom. The winter athletic team and individual finishes are detail below:

- Men's and Women's basketball competed in the United East conference playoffs. Women's basketball first-year, Olivia Liszt, earned conference rookie of the year honors.
- Men's and Women's swimming both earned runners-up finishes in the Atlantic East Conference championship held at the College, February 15-18, 2024. Junior Luke Schwenk earned AEC men's swimmer of the year, while first-year, Kelsie Miller, earned women's rookie and swimmer of the year honors. Head coach Casey Brandy earned men's and women's coach of the year honors.
- Schwenk and Miller earned spots in the NCAA Men's and Women's National Championships, with Schwenk earning two first-team All-American award honors.
- Men's and Women's track and field earned runner-up finishes at the inaugural United East Track and Field Indoor Championships. First-year sprinter Ty Tindal earned men's Rookie of the Year honors.
- Women's Rowing won conference championship title. They will represent the conference in NCAA's, May 31-June 1.

For the first time in SMCM history every single athletic program has had postseason play, 23 out of 23 teams, Go Seahawks!

Wellness & Education

Wellness awareness and education is an important goal for the division of Student Affairs, especially for the units of Health Services, Counseling and Psychological Services, and Office of Accessibility Services. We work to ensure all units are promoting a culture of wellness as an important and critical factor in our work with students and each other. We hope that through a culture of wellness students are encouraged to reflect, develop a framework, and can make informed principled decisions about their personal, social, and professional lives.

Health Services provides several health initiatives to increase awareness, services, and education around personal health and safety for students (and faculty and staff if needed), such as: accessible **Narcan®**, the **Safe Medication Disposal and Needle Box Exchange Program**, **reproductive health services**, **nurse case Management**, **technical services (e.g., EKG)**, **clinical lab testing**

Notably, in addition to special health-focused events, Health Services sponsors the **Caring Corner** with support from a St. Mary's County Health Department (SMCHD) Health Disparities grant. This initiative, for underserved students without the financial means, provides personal care items (e.g., menstrual products, toothpaste, soap, shampoo, socks, nail clippers, etc.) that promote self-care and confidence.

Counseling Services

In our continuing efforts to enhance the services the College provides, a new assistant director has been hired. This hire brings the College's staffing level to 4.5, an increase of 2.5 positions since 2021 and more aligned with current staffing standards.

A breakdown of the CAPS service total for the spring 2024 semester can be found in Addendum #3. It is clear by the numbers that our students have moved away from telecounseling and have a strong preference for face-to-face meetings with staff therapist. CAPS joined with the JED Foundation in 2022 to assess their services and ensure they are promoting health and wellness on our campus. The JED foundation is a nonprofit organization that partners with colleges to strengthen their mental health, substance abuse, and suicide prevention programs and systems. The SMCM JED Campus team worked with JED consultants during the 2022-23 academic year to create a JED strategic plan for our campus. We are in Year 1 (of a 3-year program) for implementing changes to help strengthen our support for student mental health and wellbeing. Below is a summary of the strategic plan progress.

Office of Accessibility Services

Since the last meeting of the Board of Trustees, the Office of Accessibility Services (OAS) has welcomed its new Coordinator of Accessibility Support Services, Ms. Kelly O'Grady. Ms. Joyce Knott has been hired as a full-time Office Associate II for OAS, transitioning to SMCM from a temporary position she began in the office in August 2023. Unfortunately, the search for a new director for the office was unsuccessful and closed right before spring break but has been relaunched on April 15. Dr. Katy Arnett remains as the interim director for the office, and a new search for the full-time director opened at the start of April. It is our goal to have a new director in place for the next academic year.

For the Spring 2024 semester as of April 4, 290 students have requested or activated accommodations from OAS. In Fall 2023, OAS ended the semester with a total of 309 requests for support. The use of the testing center this year is about 5% higher than it was pre-pandemic, which seems to reflect more students opting to use it, rather than more students needing to use it because of their approved accommodations.

Summer Strategy & Program Development

The College has seen an increase in enrollment in student housing for returning students. As shown below, the Office of Residence Life (ORL) is anticipating 995 students returning to campus housing next fall. With a robust upper-class student population living on campus programming must meet their social, personal, psychosocial needs while also attending to the unique needs of a new incoming class, Residence Life is working on ways to keep students engage where they live and work on campus. Last year to prepare for the increase in upper-class students, the ORL restructured their engagement and programming plan to focus on intentional, but natural interactions amongst residential students. While the Resident Assistants (RAs) have decreased the number of programs in the upperclassmen areas, ORL have seen an increase in attendance at the new structured programs and more positive responses to RA/peer interactions. ORL plans to mirror that model in the traditional halls starting in Fall 2024.

Additionally, students are enjoying the Dorchester Hall lobby refresh. We are looking forward this summer to updating the lobbies of Prince George and Caroline Halls.

Returning Student Housing Assignments

- Fall 2024 | 995
- Fall 2023 | 935
- Fall 2022 | 883
- Fall 2021 | 907

Addendum #1

Internships by Semester (as of April 4, 2024)

	SU23	FA23	SP24
Total Internship Requests/Opportunities That Meet NACE Standards & Criteria	193	182	230
Total Internships Approved for SHIP / Grant Funding	166	99	124
Total Internships Filled	140	112	155
SHIP Funded Internships Filled - Total	66	75	114
<i>SHIP - On-Campus Internships Filled</i>	35	55	72
<i>SHIP - Off-Campus Internships Filled</i>	31	20	42
Funded By Other Sources Internships Filled - Total	56	39	41
<i>Federal Work-Study (FWS) eligible interns</i>	0*	18	7
<i>TheDream.US eligible interns</i>	2	2	4
<i>The Patuxent Partnership SoMD 2030 Workforce Dev</i>	5	0	0
<i>On/Off-Campus Internships - Supported by CCPD</i>	49	19	30
Credit Bearing Internships	18	3	36

* FWS funding cannot be used during breaks.

SU24: Hiring is currently underway, with 111 requests and opportunities, and 75 approved for SHIP funding.

Addendum #2

Health Services Clinical Services Utilization

SPRING 2023 <i>(through 4/5/23)</i>		SPRING 2024 <i>(through 4/5/24)</i>		INCREASE QUANTITY	% INCREASE
TOTAL CLINICAL APPOINTMENTS	299	TOTAL CLINICAL APPOINTMENTS	440	+141	47%
TOTAL IN-HOUSE CLIA WAIVED LAB TESTS (COVID-19, STREP, PREGNANCY, MONO, FLU A/B, UA, FECAL, *HIV/HEP C)- *HIV/HEP C by SMCHD staff	169	TOTAL IN-HOUSE CLIA WAIVED LAB TESTS (COVID-19, STREP, PREGNANCY, MONO, FLU A/B, UA, FECAL, HEMOGLOBIN, HEMATOCRIT)	238	+69	41%
TOTAL 3 RD PARTY LAB TESTS (ACUTIS, LABCORP, QUEST, MARYLAND STATE LAB)	290	TOTAL 3 RD PARTY LAB TESTS (ACUTIS, LABCORP)	374	+84	29%
*OVER-THE-COUNTER MEDICATION AND MEDICAL SUPPLY REQUESTS	N/A	*OVER-THE-COUNTER MEDICATION AND MEDICAL SUPPLY REQUESTS	177	N/A	N/A
*WALK-IN RN CONSULTATION (# of consults leading to appointments)	N/A	*WALK-IN RN CONSULTATION (# of consults leading to appointments)	81 (39)	N/A	N/A
Tdap VACCINE DOSES	2	Tdap VACCINE DOSES	10	+8	400%
TOTAL SERVICES	760	TOTAL SERVICES	1,320		
<i>*Adjusted for services that were rendered but not captured Spring 2023, and for those services which are no longer relevant in Spring 2024</i>	760		1,062	+302	40%

Addendum #3

CAPS Service totals for the Spring 2024 Semester

TYPE	Spring 2024 (as of 4/8/2024)	Spring 2023 (as of 4/20/23)
Walk-Ins	50	34
Urgent appointments	6	24
Therapy (individual in-person appointments)	90	105
Therapy (individual telehealth appointments)	25	101
Intake (new or returning) assessments	75	93
Psychiatric assessments	23	20
Medication management/ monitoring appointments	73	101
Group sessions	5	11
Consultations	24	37
Case Management intakes/follow appointments	3	10
PHE Peer to Peer Counseling	4	20
Mandated Assessments	0	1



BOARD OF TRUSTEES
STUDENT TRUSTEE REPORT
MAY 10, 2024

Arriving back on campus last semester after my study abroad experience in Japan, I was able to identify three concerns from the student body: communication, transparency, and recent student apprehensions about the computer science department.

Communication

There has been a longstanding disconnect between students and the events that happen on campus, with most students questioning “What events?” or not knowing about their existence at all, even though they will have received countless emails, partly because email is no longer enough. With students getting 10-20 school-based emails, The Current, Student Government Association, School Surveys, Psychology Surveys, etc., we’ve flooded student inboxes and made being informed a challenge.

This presents the Board and other offices with two clear paths. To attempt to foster a culture where checking every email is important through utilizing the new Seahawk experience program or existing Core courses. The other path is to find a new avenue to reach out to students. We currently have so many tools to increase turnout and communication between the school and students; we just have to utilize it, ranging from putting events in the Core 101 and 201 slide decks, Student Government Association reports, or groups like Seahawks Advancing Graduate Engagement and the DeSousa-Brent Scholars. The first year for students is crucial in increasing retention, as students who are more interconnected on campus are less likely to leave, so it may be worth ensuring we fully utilize the channels we have or create new ones.

Transparency

The second issue I have seen on campus is the lack of transparency. On campus, the gap in information between students and offices around campus is still quite noticeable but is getting better. Events like the recent Shared Governance meeting show that we are going in the right direction. Furthermore, I would like to highlight an office around campus that is taking transparency to heart, and that is Public Safety. Public Safety has excelled by building connections between officers and students, offering meetings to discuss campus issues, the Public Safety Advisory Board, and most recently, allowing students to participate in the interview process for Special Police Officers and Supervisor. These are all huge steps in making an office that was once viewed as party-crashers to being viewed as officers creating a safer campus. I think there are a lot of lessons to take away that I will be using to make my position more transparent, and I would implore other offices to take notes.

Computer Science

Recently multiple students raised concerns to me about the state of the Computer Science major. For those on the Academic Affairs committee, this won't be a big surprise; however, I want to add the current perspective of the students. From my understanding, the computer science department is able to operate effectively with four professors and a few adjuncts; the department at the moment has two, with one position offered recently. With the college growing and this department already understaffed, we are losing the "St. Mary's Experience" for this major, meaning that it will consist of fewer electives and will lock computer science majors into one path of mandatory classes with no way to explore options within the career or major. The effects are currently being felt as students are already transferring to institutions with bigger computer science majors or switching their majors entirely.

If you read the exit reports from students leaving the college, you will see a majority talking about the poor state of the computer science department. I know for a fact that St. Mary's will always have a computer science department, but for underclassmen who will have to fight for intro courses and upper credit courses, it seems like a lost cause. To help this, it is clear we need to have a paradigm shift if we want to keep up with the national trend of more and more interest in computer and data science.

On-Campus Student Activities

Nonetheless, through everything I've mentioned, students are creating denser and more intertwined communities. As the SGA President Lily alluded to at the last Board meeting, this SGA class has been one of the most productive in college history in providing students with new activities and improving student life. Some achievements include the concert bill bringing indie pop artists (e.g. Del Water Gap) to campus, earmarking funds for another concert in two years, and revitalizing the Talon Grant with new student projects, including one to clean up North Woods. The Talon Grant was established by SGA in 2006, in which the SGA set aside funds for students to create projects that benefit the campus that do not need an SGA (senator) sponsor. Students apply, which is reviewed by the SGA executive board, and is submitted to the Senate for a vote. Two grants were approved this year, this grant has been underutilized for many years, so it is important help spread the word to get students to submit applications.

Some other student life fun activities include Public Safety playing kickball against groups of students, hopefully, the first event of many; the Bottom County Festival (HSMC), bringing students together with student vendors, live music, good food, and of course, the lettuce eating competition; and also, with the year wrapping up we have our sports teams with a good chunk continuing to conference championships and even the NCAA's. I look forward to seeing these traditions deepen and evolve with the new class of 2027.

St. Mary's College of Maryland
Division of Inclusive Diversity, Equity, Access, and Accountability
2024 Cultural Diversity Report

Introduction: The mission of the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) is to identify, develop, execute, and support campus-wide efforts to establish and sustain policies, initiatives, and resources that ensure the College is, and remains, a welcoming, transformative, and empowering institution where students, staff, and faculty thrive. During academic year 2023-2024, IDEAA has continued its partnership with different campus units to create opportunities that enhance the College's cultural diversity through student, staff, and faculty recruitment and retention efforts, programming, events, and updating College policies.

Section 1: *A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406, including major goals, areas of emphasis, implementation and assessment strategies, as well as achievements from the past year.*

As the State's designated public honors college, St. Mary's College of Maryland provides a premier liberal arts education with an affirmative commitment towards accessibility, affordability, and diversity. Successfully implementing this statutory mission is challenging; however, the College's mission sets it uniquely in both the State and national higher education sector, and the College continues to serve as an innovator and national model for other institutions. This success stems, in part, from a recognition that inclusion, diversity, and equity cannot be siloed into a single office as part of a larger institution. Instead, IDEAA has proactively established a conscious presence in every office, program, and function to serve our diverse student, staff, and faculty population.

The College's major goals to improve cultural diversity in academic affairs, student life, enrollment, personnel, and community engagement in 2024-25 continue to flow directly from the four pillars of our most recent strategic plan, "The Rising Tide." These pillars and corresponding cultural diversity strategies are detailed below.

- 1. Create an innovative, distinctive, and competitive academic identity that attracts and retains talented students, faculty, and staff:** The College will continue to identify opportunities to promote equity initiatives in coursework, personal growth, professional development, and wellness. The College will also continue to integrate diverse perspectives and academic concepts into the existing curriculum by expanding diversity among the student body and establishing new, innovative curricular and programmatic offerings. These may include "Globalization-at-Home" experiences, as well as new international experiences that appeal to a more diverse array of cultural interests. The College will further develop support programs and resources for all students, but

especially for those with physical limitations, from low income families, who are first generation, and who are neurodiverse. In addition to enhancing the academic and social integration of students in the campus and broader environments, SMCM will provide and increase participation in leadership and professionalism opportunities for faculty, staff, and students.

- 2. Empower all students for success:** The College will engage students in a rigorous, experiential, and nurturing academic environment which capitalizes on the unique nature of our location in Maryland's first capital city and birthplace of religious tolerance. In doing so, IDEAA will particularly focus on collaborating with other campus units to offer workshops, outreach, and communications to reflect the evolving diversity landscape. SMCM will continue to increase the four-year graduation rate for historically underrepresented and/or marginalized students and close existing achievement gaps based on race, ethnicity, gender, and socioeconomic status.
- 3. Build a sustainable, vibrant, and diverse student body that exemplifies an inclusive institution:** The College will continue to implement its strategic recruitment plan by attracting and retaining a diverse student body that achieves excellence within the honors-level liberal arts curriculum. This includes the development of partnerships with community-based organizations, strategic outreach to secondary schools with diverse populations, and other strategies that have resulted in the most diverse entering classes in the College's history. Additionally, the College's Policy Equity Review Committee will continue to ensure campus policies and procedures are equitable during its systematic review process. Public facing policies will be cataloged in a consistent and reliable manner.
- 4. Become a sought-after and engaged community resource:** SMCM will continue to promote inclusion, diversity, and equity in our Southern Maryland community through intellectually stimulating and entertaining offerings such as lectures, performances, and concerts. We will also conduct targeted work to provide integrated opportunities for community-based seminars, workshops, and certifications for students, faculty, staff, and community members. The College's ability to host or sponsor external events has been greatly enhanced by the opening of the Nancy R. and Norton T. Dodge Performing Arts Center, which includes the largest auditorium in Southern Maryland and brought more than 22,800 patrons to the campus for a wide array of culturally diverse programming in its first year of operations.

In support of the goals above, the College hired a Coordinator of Multicultural IDEAA programming to support the implementation of a wide array of on-campus events & student services in January 2024. This Coordinator and the corresponding Office specifically provides leadership and professional development opportunities for student interns to collaborate with student affinity groups and offer identity awareness programs. In academic year 2023-2024, these included a Latin Night in America; "Coming Out" Day; Trans Day of Visibility; Lunar New Year; Holi; Black History Month Trivia Night; Women's History Trivia Night; and a Latin Women Art Night among others. Additionally, the College hosted both the 20th Annual Martin Luther King, Jr. Breakfast – entitled "Living the Dream: Hope, Courage & Unity" – as well as

the College’s 24th Annual Women, Gender, and Sexuality Colloquium – entitled “Visibility of Disability: Exploring the Intersectionality of Disability, Race, and Gender.” Finally, the Office of Title IX Compliance and Training piloted a “Seahawks After Dark” initiative, which coordinated with a diverse group of College offices, student organizations, and external partners to provide alcohol-free programming and activities between 9 p.m. to midnight on Friday and Saturday. It is the intent of the College to expand these existing programming opportunities in academic year 2024-2025, as well as foster additional student, faculty, and staff-led programming opportunities.

Campus Statement of the Process for Reporting Hate-Based Crimes

Hate crimes may be violations of SMCM’s [Student Code of Conduct](#) or [Employee Handbook](#) as well as violations of the law. SMCM encourages anyone who is the victim or who witnesses a hate crime to report it to the Office of Public Safety, which will respond to the incident in conjunction with local law enforcement. Any crimes that are reported to SMCM that meet the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) (“Clery Act”), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) (“Title IX”), and the Reauthorization of the Violence Against Women Act of 2013, are reported monthly to the Maryland State Police via the Uniform Crime Reporting (UCR) system, and reported in the [Annual Security and Fire Safety Report](#) in accordance with the Clery Act. The St. Mary’s County Sheriff’s Office (“Sheriff’s Office”) may take the lead on investigating hate crimes.

Section 2: *A summary of how the 2023 Supreme Court’s decision to strike down race-conscious admissions practices has affected the College’s campuses policies and practices, including (a) outreach and support programs, (b) community engagement, (c) equity and access, and (d) monitoring and evaluation.*

As a small, liberal arts public honors college, St. Mary’s College of Maryland is committed to building a diverse student body of citizen-scholars in Southern Maryland. Achieving this goal requires the College’s Office of Admission to consider each applicant’s academic achievements, their personal strengths, and interests, essays, recommendations, interviews, test scores, extracurricular activities, and any other information learned through the application process. In other words, admission decisions are the result of a thoughtful, holistic process to identify and enroll students who are simultaneously academically talented, prepared to thrive in an honors-level curriculum, and ready to engage and be engaged as a contributing member of the College community.

Following the *Students for Fair Admission v. Harvard* decision, an applicant’s race or ethnicity is no longer a factor in the review and assessment process. These data are masked on the application for admission and in the College’s internal admission system, so they are not viewable by members of the Admission Committee. Instead, the Admission Committee relies on the considerations listed above, as well as a range of demographic characteristics (such as state residency and citizenship, first-generation status, as well as academic interest groups) to shape the incoming class. These data are critical to ensuring that the necessary number of applicants in each cohort meets the College’s enrollment goals based on modeling and predictive analytics. As a result of the Admission Committee’s current emphasis on first-generation status and admission

of students from secondary schools with more diverse student populations, first-year cohorts have grown simultaneously more diverse and academically credentialed. Additionally, the development of partnerships with community-based organizations – such as the College Bound Foundation in Baltimore City and College Track in Prince George’s County – has resulted in record applicant pools which have yielded the most diverse entering classes in the College’s history. Each year, the Admission Committee assesses the success of recruitment and enrollment plans and adjusts based on the results of the previous cycle compared to long-term strategic goals.

As the College continues to build a competitive academic identity to attract, recruit, and retain an academically talented and diverse student body, the *Students for Fair Admission v. Harvard* opinion has not resulted in any substantive changes. Prior to the Supreme Court’s opinion, leadership within the Division of Enrollment Management reviewed the College’s application evaluation process, merit scholarship and financial aid systems, special program selection practices, and privately funded St. Mary’s College Foundation scholarship programs to determine potential exposure in the event of a far-ranging opinion. However, the opinion’s narrow focus placed the College in a strong position to continue implementing existing student recruitment plans. St. Mary’s College of Maryland remains committed to employing strategies which will enable the enrollment of students who reflect Maryland’s own diversity, as evidenced by Goal III.A of our most recent strategic plan.

In addition to these existing recruitment plans, the College provides robust financial aid packages comprised of both merit- and need-based aid. These include meeting 100% of tuition need for students in the College’s Baltimore City Scholars Program, and full scholarships for Marylanders from underrepresented communities through the highly competitive Landers Scholars Program. The College’s Office of Admission also sponsors bus trips to campus for students from low-income areas to minimize transportation barriers, and the College’s new Feathering the Nest initiative provides bedding and room supplies for low-income students to facilitate the transition to residence hall life. The newly-reorganized Office of Equity Programming manages three distinct programs – the DeSousa-Brent Scholars Program, *Sum primus* (Latin for “I am first”), and the previously mentioned Landers Scholars Program – to recruit, retain, and graduate socially, culturally, and economically diverse cohorts of students. *Sum primus* students, for example, are paired with a faculty or staff mentor with responsibilities related to their major or career interests during their sophomore year, as well as a secondary academic advisor to monitor their progress through the College’s Coordinator for Equity Programming. As another example, DeSousa-Brent Scholars Program coordinators work jointly with an assigned advisor, the Office of Institutional Research and Planning, and the Registrar’s office to conduct regular degree audits to determine whether students remain on-track to complete their major. In the case of mid-year deficiencies, College staff work with students to evaluate their options and suggest alternative pathways to complete academic requirements on time. This integrated set of support programs is designed to strengthen and enhance cohesiveness among our diverse community, create a broader culture of student mentorship among faculty and staff, and cultivate a service-oriented ethos among students.

With respect to the monitoring and evaluation of inclusion, equity, and diversity initiatives, the College’s admission staff have long paid close attention to the demographic composition of our

student body with a focus on recruiting and retaining students that reflect the diversity of Maryland's population, as well as broader regional and national populations. To further improve this diversity the College recently raised recruitment targets for incoming classes to consist of at least 33% historically underrepresented racial or ethnic groups, at least 20% first-generation students, and at least 20% Pell-eligible students. Additionally, the College monitors the diversity of incoming classes and returning students by major academic programs to ensure that there is equitable access and diverse representation across each field of study. This monitoring is completed by the Office of Institutional Research and Planning in collaboration with the offices of Admission and the Registrar, which will work to identify patterns, trends, and discrepancies, and share those with College leadership and relevant stakeholders.

In addition to monitoring the diversity of incoming student cohorts, the College conducts annual "campus climate" surveys to assess the perspective of students as well as a biannual survey among faculty and staff. Current methods include a Title IX Campus Climate Survey, which is administered every two years to students, and a Diversity and Equity Campus Climate Survey, which is administered every two years to students, faculty, and staff. These instruments have slightly different areas of emphasis – the Title IX survey has a focus on sexual harassment and misconduct and the Title IX office response to the aforementioned reports, while the Diversity and Equity survey is more closely aligned with institutional practice. However, both surveys include an assessment of respondents' sense of belonging, institutional commitment to diversity, and any experiences of discrimination or harassment. Results are analyzed in the Office of Institutional Research and disseminated to the campus. Data are routinely analyzed both in the aggregate, and broken down according to demographics such as gender, race/ethnicity, and class standing or employment status. In addition, the use of the same instruments year over year ensures that changes can be closely monitored, and any problem areas can be quickly identified and addressed.

Educational outcomes for students in all demographic groups are also closely tracked and reported. Like the recruitment targets discussed above, the College has set aggressive retention and graduation rate targets for students from underrepresented groups. Four-year graduation rate targets are equal to or only slightly below the targets for all students, while six-year graduation rate targets are equivalent for each subgroup (i.e., striving for no equity gap). The Office of Institutional Research and Planning monitors retention rates (first-to-second year, first-to-third year, first-to-fourth year) for students from underrepresented racial and ethnic groups, first generation students, and Pell grant recipients, as well as gender differences. Graduation rates are tracked at the four-, five-, and six-year timepoints, for all the groups mentioned above.

Appendix 1

Cultural Diversity Plan 2023-24 St. Mary's College of Maryland

Introduction

The mission of the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) is to lead campus-wide efforts to create and sustain policies, initiatives, and resources to ensure that St. Mary's College of Maryland is a welcoming, transformative, and empowering institution where all students, faculty, and staff can thrive. IDEAA has continued working with different campus units to create opportunities to support the recruitment and retention of diverse student, staff, and faculty populations.

SMCM focuses on serving a diverse student and employee population through infusing inclusion, diversity, and equity into all aspects of SMCM. The diversity and inclusion related objectives in the plan follow along with a timeline and suggested funding sources. To have meaningful and impactful results, IDEAA must establish a presence in every office, program, and function at the institution. DEI can no longer be viewed as an "office" within the institution, but rather a conscious thought/consideration in every task we do. Support for diversity and inclusion must be fully embraced by all members of the College. Training for all, programming that represents every constituency, and institutional support for these areas will clearly demonstrate St. Mary's College of Maryland's commitment to cultural diversity.

Goal 1: Create an innovative, distinctive, and competitive academic identity that attracts and retains talented students, faculty, and staff: The College will identify potential opportunities to include research-driven holistic wellness in, but not limited to, coursework, personal growth, professional development, and develop DEI concepts into the current curriculum. SMCM will increase diversity among the student body and create curricular and programmatic offerings that are attractive and innovative. The College will further develop resources for all students especially those with physical limitations, those who come from low-income families, those who are first generation, and those who are neurodiverse. In addition to enhancing the academic and social integration of students in the campus and world environment, SMCM will provide leadership and professionalism opportunities for faculty, staff, and students.

Goal 2.: Empower all students for success: We will engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location. In doing so, the campus will create a system for developing additional academic opportunities, offerings, and support that will include a long-term plan for institution-wide DEI efforts in these areas. In particular, IDEAA will focus on collaborating with other campus units to offer workshops, outreach, and communications to reflect the evolving diversity landscape. SMCM will increase the four-year graduation rate for historically underrepresented and/or marginalized students and close the current achievement gap in all areas including race/ethnicity and gender.

Goal 3: Build a sustainable, vibrant, and diverse student body that exemplifies an inclusive institution: This will be done by attracting and retaining a diverse student body who achieve excellence across the liberal arts in a variety of disciplines. This will be partially accomplished by promoting a community and academic environment that embodies the principles of diversity and inclusion and reflects the increasing racial/ethnic demographic diversity of the state of Maryland. SMCM also will increase its efforts to recruit diverse students beyond the state borders. We will expand efforts to create an inclusive environment that values and optimizes the strengths of a diverse campus and as a result will help everyone thrive. The College will make the current Policy Equity Review Committee (PERC) a permanent free-standing committee. PERC will ensure campus policies and procedures are equitable through a systematic and ongoing review process and it will catalog all public facing policies in a consistent and reliable website.

Goal 4: Become a sought-after and engaged community resource: To accomplish this, SMCM will promote inclusion, diversity, and equity between the campus and the local community as well as the broader community. This will be accomplished via increased initiatives and opportunities along with targeted engagement on campus and in the community with the surrounding diverse communities. Targeted work will be done to provide integrated opportunities for all campus and community members regardless of age, race, ethnicity, gender, or any other protected class. We will create community-based seminars, workshops, and certifications for faculty, staff, and students as well as similar opportunities for the local community to obtain certification in a variety of areas including those related to DEI.

Campus Statement of the Process for Reporting Hate-Based Crimes

Hate crimes may be violations of SMCM's [Student Code of Conduct](#) or [Employee Handbook](#) as well as violations of the law. SMCM encourages anyone who is the victim or who witnesses a hate crime to report it to the Office of Public Safety, which will respond to the incident in conjunction with local law enforcement. Any crimes that are reported to SMCM that meet the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) ("Clery Act"), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) ("Title IX"), and the Reauthorization of the Violence Against Women Act of 2013, are reported monthly to the Maryland State Police via the Uniform Crime Reporting (UCR) system, and reported in the [Annual Security and Fire Safety Report](#) in accordance with the Clery Act. The St. Mary's County Sheriff's Office ("Sheriff's Office") may take the lead on investigating hate crimes.

The College's Timeline and Funding Sources for the 2023-24 Plan

The plan being presented is one that can be implemented immediately with work already discussed or begun in several areas. Completion of most of what is outlined can certainly happen during the one-year period. Some of the goals will be ongoing and will require updates and modifications as the implementation progresses. Close monitoring of progress made (and setbacks should they occur) will be part of the simultaneous evaluation process that will accompany this work. These goals will certainly be supported by existing College resources and will be augmented by additional financial resources from the College. However state and federal grants as well as other outside sources of funding will be required to fully achieve the overarching goal of recruiting, retaining, and graduating a culturally diverse student population.

**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
MAY 10, 2024**

**INCLUSIVE DIVERSITY, EQUITY, ACCESS, AND ACCOUNTABILITY (IDEAA)
VICE PRESIDENT FOR EQUITY AND STRATEGIC INITIATIVES REPORT**

Staffing Update

IDEAA successfully recruited and hired the new Equity Programming Coordinator, Ms. Grace De Oro '17. Grace started in March and is a former DeSousa-Brent Scholar. Over the summer, Grace will earn her PhD in Public Policy from UMBC. As a successful first-generation college student, Grace is well suited to coordinate Landers and Sum Primus. VP Rovaris announced his retirement effective at the end of May.

Programs and Resources

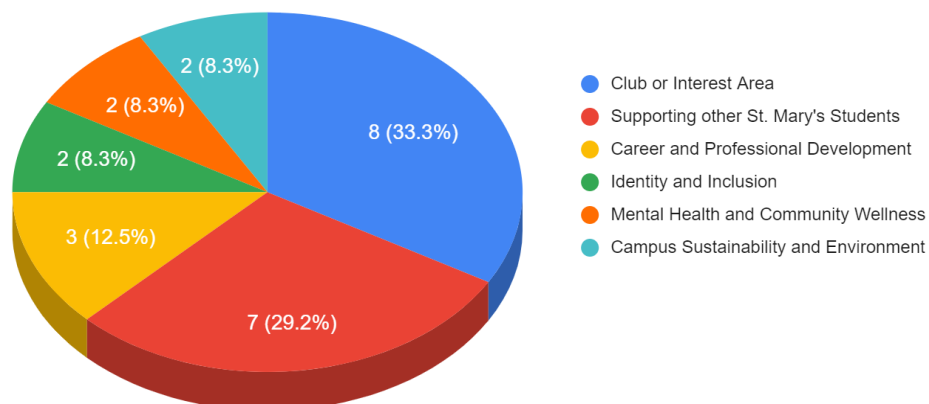
- Policy Website - the first phase of review of all campus policies through an equity lens has been completed. Eventually, the policies will be uploaded to an easily accessible website after their format has been standardized.
- Hunger Free Campus Initiative (MHEC Grant) - the Hunger Task Force, consisting of members from Student Affairs, the Financial Aid Office, the Wellness Center, and IDEAA, continued to meet to assess the effectiveness and operation of the new “Solomon’s Shoppe” clothing and food pantry. New signage was created to discourage those who were taking advantage of the free merchandise and not respecting the community members who were truly in need. Plans for the fall include student staff to help monitor appropriate utilization of the Shoppe. The team continues to provide SNAP-ED consultations and enrollment, as well as maintenance/stocking of the shelves to ensure the campus community has the necessary resources. The MHEC grant ends this semester, so efforts are underway to purchase additional food and supplies for the remainder of the year.
- Campus Conversations - In direct response to campus concerns about anti-Muslim sentiments following the most recent Israeli/Palestinian conflict, the College initiated its inaugural Campus Conversations. This program was designed as an ongoing series of events to allow the College community opportunities for dialogue on topics that impacted members of the campus community and those they cared about. This series featured guest speakers, panels, and dialogue relative to the ongoing conflict, the historical context of the region, and the personal and human toll that has been suffered. The community is working to continue Campus Conversations in Fall 2024 focused on a new topic.
- National Hispanic Institute (NHI) Annual Leadership Conference - NHI will again hold its annual leadership conference at SMCM (July 7 - 14). IDEAA is collaborating with Enrollment Management and Events to host the program. This convening brings to campus 250 Latinx high school students from the US, Central America, and South America.

Equity Programming:

DeSousa-Brent Scholars Program

- The DeSousa-Brent Scholars Program (DB) is an academic and leadership program that enrolls students from the following five demographics: students of color; Pell- eligible (low-income); from rural/urban areas; first-generation; and/or neurodivergent. Admitted students have either a history of demonstrated leadership or the potential to lead. While these demographics are considered “at-risk,” DB holds a different perspective, as these students embody the diversity that higher education was not designed for initially. When these socially, culturally, and economically diverse students bring their intersectional identities to SMCM, they help improve our campus’ understanding of inclusion and belonging, namely through their leadership and especially their Leadership Projects in the spring DBSP 102, the Leadership Project course. A new approach to this course was introduced this semester. All projects were grounded in student development theory (Muses, 2014) and critical theory (Yoss, 2005; Nunez, 2014), and required a sustainability element (how can the project’s impact be sustained beyond the current semester). Forty-three scholars completed 22 theoretical based projects. For more detail about these projects, please see the [DeSousa-Brent Scholars Leadership Projects Spring 2024 Appendix](#).

On-Campus Leadership Project Areas



- In the Spring 2024, a major focus was placed on academic advising. Complementing the credit audits completed by Institutional Research and Sponsored Programs - which identifies students who are on-track credits wise, and the electronic audits performed by the Registrar’s Office in the junior year, the DB Academic Advisor completed degree audits to track Scholar progress within their declared majors and minors. These degree audits were shared with the

scholars and their faculty members. Because of the relationships formed between scholar and faculty advisor, some faculty advisors are not in the scholar's major or minor department, so the Academic Advisor's degree audits help improve course selections. They also assist in guiding winter and summer course recommendations.

Cohort	Measure	All	DBSP
FA18	5-YR GRAD	69%	56%
FA19	4-YR GRAD	58%	45%
FA20	4-YR GRAD	65%	48%

- Retention: The DBSP FA23 entering cohort's fall to spring retention rate was 100%, which was higher than the non-DBSP rate of 96% ([see DeSousa-Brent tab of the Retention Rate Comparisons spreadsheet](#)). (Note: At the end of the semester, one DBSP Scholar will be leaving due to financial and family reasons (43/44, 98% first to second year, first to second semester).

Landers Scholars Scholarship Program

- Hilda Combs graduated from the St. Mary's Female Seminary in 1923. Afterward, she went to Baltimore where she taught English, typing and stenography and married businessman Arthur E. Landers, Jr. Together, in 1968 – with an initial gift of \$1,000 – they established the Arthur E. Landers, Jr. and Hilda Combs Landers Endowed Scholarship Fund, now administered by the Arthur E. Landers, Jr. and Hilda C. Landers Charitable Trust. After submitting an application and having an interview with the selection committee, four selected Landers Scholars Scholarship recipients receive full tuition for four years. Recipients must also meet the following eligibility criteria:
 - Students with financial need (determined by FAFSA and Pell eligibility).
 - Students with in-state residency, priority given to students from the Baltimore area.
 - Students willing to commit to one year of mentoring through a College program (DB or other mentor).
 - Students willing to commit to volunteering a minimum of 12 hours a year through campus-sponsored initiatives.
 - Students that are first generation, low-income or from an under-represented group will be given priority.
 - Students willing to respect and embrace the St. Mary's Way.
- There are currently 14 Landers Scholars enrolled in the college making satisfactory academic progress (over the last three years, two of the scholars have withdrawn). Comparative data can be seen in the [Landers tab of the Retention Rate Comparisons spreadsheet](#).

Landers Scholars' GPA by Cohort

Cohort	GPA	Classification	Cohort Average
FA20	2.594	Senior	
FA20	3.548	Senior	
FA20	3.217	Senior	
FA20	3.336	Senior	3.174
FA21	3.758	Senior	
FA21	3.786	Junior	
FA21	3.618	Junior	
FA21	3.233	WITHDRAWN	3.721
FA22	3.757	WITHDRAWN	
FA22	3.314	Sophomore	
FA22	3.704	Sophomore	
FA22	2.854	Junior	3.291
FA23	4.000	Sophomore	
FA23	3.362	Sophomore	
FA23	3.344	First- year	
FA23	3.153	First- year	3.465
		Overall Average	3.399

-

Currently, we are working to better define community service or volunteering and what activities should and should not count toward the required 12 hours of service. Moreover, there are four approaches this service can take: Exploration (performing new types of community

service and volunteering); CCCCS (service opportunities on Campus, in the City, in the County, around the Country, and within the State); Career Planning (link the service and volunteering to a potential career field, i.e. a student wants to work in the field of a non-profit health care); and Self-Defined (students who have preexisting relationships with organizations that they will continue to serve). (Note: One Landers Scholar, also a DB Scholar, designed a website, “The Landers Library,” as part of their DB leadership project to increase awareness and access to volunteering opportunities on and off campus. (<https://sites.google.com/smcm.edu/landers-library/home>))

Sum Primus Scholars Program

- Sum Primus - meaning “I am first” in Latin - is a mentorship program serving first-generation college students. The main requirement is that each year, students are paired with an appropriate mentor. In the first year, students are paired with an

upperclassman mentor to assist with their transition to college life. In the second year, students are matched with a faculty/staff mentor who can help them determine their majors and minors - which are to be declared at the end of the sophomore year. In the third year, students work with alumni mentors to help work on the transition from college to career. In the fourth year, students are connected with professional mentors in their chosen career field. At the conclusion of their four years, students will develop a network of mentors that could work with them well after St. Mary's. Students meet with their mentors, at least three times a semester. At the conclusion of each semester, students submit assessments of the mentoring relationships and their outcomes.

- The Coordinator of Equity Programming works closely with the Office of Student Success Services (OS3) to provide student support in response to midterm performance reports or any concerns brought to her attention by faculty, staff, or through Beacon Alerts. Over the summer, she will strengthen the relationship between Student Affairs and the Office of Equity Programming to develop a cohesive mission statement for the program and better support students transitioning from year one to year two.
- The FA22 Cohort of Sum Primus enrolled six students, and all were retained. Additionally, all six met with their faculty and staff mentors and earned an average GPA of 3.33.
- The FA23 Cohort (20 students) were all retained from the fall to the spring and had an average GPA of 3.17.
- Comparison data for Sum Primus can be found in the [Sum Primus tab of the Retention Rate Comparison spreadsheet](#).

Multicultural Programming

A new Coordinator of Multicultural IDEAA Programming began earlier this semester. The Multicultural Programming Office provided leadership and professional opportunities for six student interns. Under the supervision of the Coordinator of Multicultural IDEAA Programming, the interns collaborated with student affinity groups and campus units to offer identity awareness programs for the campus community.

A variety of campus events and activities have been presented this semester to support faculty and students from all walks and to better educate the campus community about the rich diversity that makes up our College. A sample of these activities include Black History Month Trivia at a Basketball game and Step Afrika 101!; Women's History Month's Crochet Night, Tea Time, Bingo & Trivia; and LGBTQ+ programs like Trans Day of Visibility and Lavender Graduation. To address the Title IX problems associated with late night drinking, the Office of Title IX Compliance and Training piloted along with Multicultural Programming a "Seahawks After Dark" initiative, which coordinated with several campus programs, student organizations, and external partners to provide alcohol-free programming and activities between 9 p.m. to midnight

on various Fridays and Saturdays. These events were well attended and helped to curtail alcohol consumption and the often-inappropriate actions that come with excessive drinking.

The Office of Title IX Compliance and Training

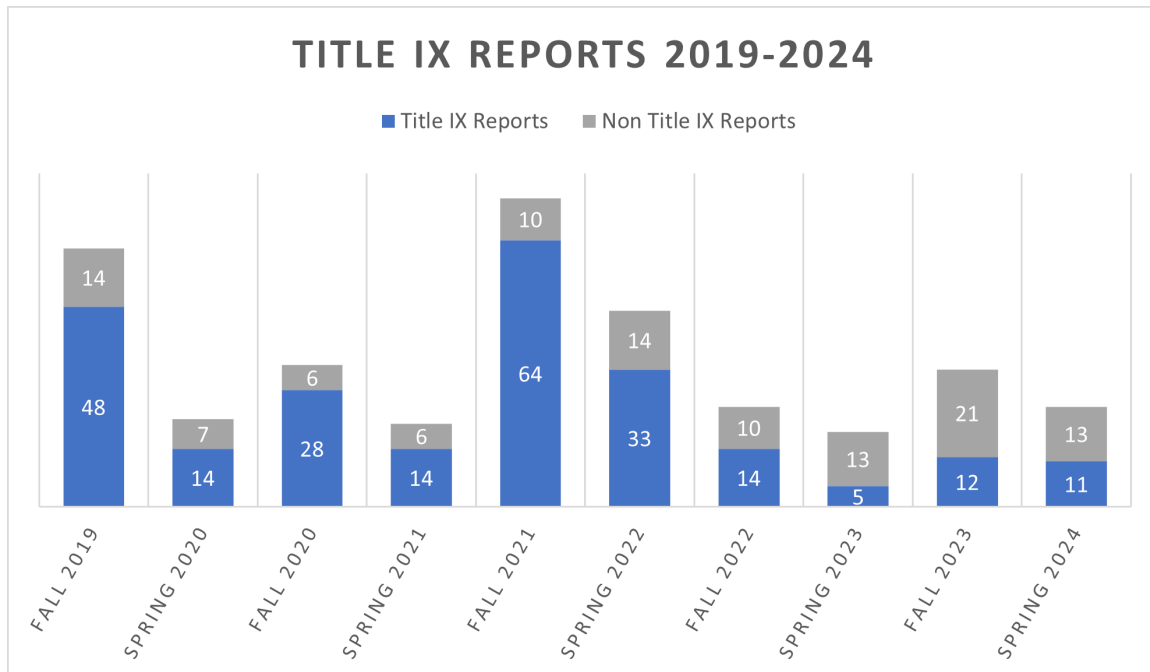
Bias Prevention and Support

The Bias Prevention and Support Team complements and works with other campus entities to connect students, faculty, and staff who have been affected by bias-related incidents to the appropriate support and resources. The Bias Prevention and Support Team received two Bias reports during the Spring 2024 semester through April 26, 2024.

- One report involved an unknown person writing “Trump 2024,” “2 genders” and “roll tide” in permanent marker on the whiteboard in the Rainbow Room.
- One report came from a professor about a student who repeatedly made sexist and sex-related comments in class and in one-on-one interactions with the professor.

Title IX Reporting

The Office of Title IX Compliance and Training received 24 reports in the Spring 2024 semester; however, 13 of the 24 reports were determined to be non-Title IX reports. The following chart provides historical data on those Title IX reports. Not included in the count are nine duplicate reports of incidents from different reporters. The office also received one report regarding the minor sibling of an SMCM student who was being sexually abused by a non-relative, which the Title IX Coordinator reported to St. Mary's County MDH, CPS.



Title IX Programming/Training

The Title IX campus climate survey was conducted from January 18 to February 16, 2024. The Campus Climate Survey – Sexual Assault Incident Data Submission is due on or before June 1, 2024. In the Spring 2024, the Office of Title IX Compliance and Training piloted a late-night initiative called Seahawks after Dark. The program involved partnering with various offices and student clubs to provide alcohol-free events and activities between 9 p.m. to midnight on Friday and Saturday. The expectation of the intervention is that reducing student alcohol use would also reduce other negative outcomes associated with high intoxication, including participation in vandalism or risky behaviors, non-sexual physical altercations, accidents, injuries, and more. Partners included Johns Hopkins University, the Maryland Coalition Against Sexual Assault, the Multicultural Programming Office, Athletics, Soles of Imagination and the Alianza student club. Some 323 students and 17 employees participated in the Seahawks after Dark events.

First year and transfer students participated in in-person Diversity and Title IX Training during Orientation. As of April 1, 2024, 379 first year students and transfer students completed the Voices for Change Comprehensive Curriculum virtual training in the Get Inclusive platform. This module includes the following topics: Identities & Inclusion, Consent & Sexual Violence, Alcohol & Other Drugs, Hazing.

All totaled, over 686 students and 65 employees participated in in-person prevention and training events hosted by The Office of Title IX Compliance and Training.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF MAY 10, 2024**

**ACTION ITEM II.A.
APPROVAL OF THE 2024 CULTURAL DIVERSITY REPORT**

RECOMMENDED ACTION

The Campus Life Committee recommends approval by the Board of Trustees, St. Mary's College of Maryland, of the College's 2024 Cultural Diversity Report for submission to the Maryland Higher Education Commission.

RATIONALE

In accordance with §11-406 of the Education Article, the governing body of each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. These plans must be submitted to each institution's board by July 1. Further, the statute requires that each institution submit, by September 1 of each year, a report to the Maryland Higher Education Commission (MHEC) summarizing institutional progress toward the implementation of its plan for cultural diversity. According to statute, the Commission must monitor each institution's progress toward achieving the goals outlined in its plan and ensure compliance with the State's goals for higher education. Additionally, the Commission is required to report its findings to the Senate Education, Health, and Environmental Affairs Committee; the Senate Budget and Taxation Committee; the House Appropriations Committee; and the House Committee on Ways and Means by December 1 of each year.



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE**

**OPEN SESSION
MINUTES**

Date of Meeting: February 2, 2024

Status of Minutes: April 3, 2024

Campus Life Committee Members Present: Committee Chair Nicolas Abrams '99, John Bell '95, Board Chair Susan Lawrence Dyer, Katherine Fritz '04, President Tuajuanda Jordan, Jesse Price '92, Kristina Howansky, Hudson Christensen '25,

Campus Life Committee Members Not Present: Carlos Alcazar, Peg Duchesne '77

Staff Members: Jerri Howland and Dereck Rovaris

Others Present: Betsy Barreto, Paula Collins, Carolyn Curry, Judith Fillius '79, Katie Gantz, Kristen Greenaway, David Hautanen, Mary Broadwater, David Taylor, Jennifer Falkowski, Jeff Byrd, Chuck Steenburgh, Ray Werneke, Peter Bruns, Cindy Greb, Kelsey Bush, Lily Riesett, Ann Marie Brady, Michael Dunn, Megan Chee

Executive Summary

Campus Life Committee Chair Nick Abrams called the meeting to order at 2:35 p.m.

Discussion Items

Guest Speaker, SGA President

Lily Riesett presented her report on the Student Government Association (SGA). She announced that with the help of Club Coordinator, Alexa Minor, five new student groups were created. The SGA is looking into more ways to vet student groups so that we are putting our time, energy, and resources into groups that will have longevity and serve the entire student body.

She discussed several new pieces of legislation passed by the Senate: Bill F23:03 will provide \$50,000 every other year for the next eight years to bring well-known artists to the campus for a concert; and Bill F23:05 will give the President's Office \$125,000 to help fund the purchase of the charter bus to provide transportation to Baltimore and Washington, DC.

Lily expressed concern on three student issues:

1. The lack of gym space is a significant concern for the students. Introducing the new lifting program for varsity athletes has caused higher-than-normal usage. With the increased usage, non-athletes find it challenging to find space in the gym to work out.

2. Students expressed concern about the lack of open and available rooms on campus to be used in an event of an emergency similar to what was available during the pandemic.
3. Students feel that the relationship that they now share with the Office of Public Safety is lacking with Valentis and wish they could know more about the Valentis officers.

Lily's full report can be found in the committee materials.

Vice President for Student Affairs

Dr. Howland introduced and welcomed Hudson Christensen as the new Student Trustee.

Dr. Howland updated the committee on the progress of Campus Safety Implementation Plan:

- All Public Safety Officers, as well as the security firm Valentis, use body-worn cameras.
- Phase I of the installation of security cameras is now complete. All interior cameras are installed and operational.
- The Office of Public Safety (OPS) now has now has three officers who have completed Special Police Officer training/classification. Director Martinez, Assistant Director Coons, and Sergeant Sellers are now sworn SPOs. In addition, Sergeant Sellers is the new Training Coordinator for the Office of Public Safety.
- With three of our officers now sworn SPOs, the college will terminate the contract with Valentis on May 31, 2024. The cost savings from ending the contract will be put into the Office of Public Safety budget to help offset startup costs associated with hiring SPOs.
- Dr. Martinez has formed a Public Safety Advisory Board, which met for the first time in November 2023 and again January 2024. The Public Safety Advisory board comprises faculty, staff, and student representatives brought together to better understand OPS, their policies, and procedures, and create better communication lines with the campus community.
- Lexipool has been contracted to review, update, and help draft policies and procedures for the new safety model in OPS.
- Dr. Martinez is working with HSMC, Trinity Church, and the St. Mary's County Sheriff's office to update current Memorandums of Understanding (MOU).

Dr. Howland's full report can be found in the committee materials.

Dr. Rovaris's full report can also be found in the committee materials.

Committee Chair Abrams asked for a motion to adjourn this meeting of the Campus Life Committee. The motion was made by Trustee John Bell and seconded by Trustee Katherine Fritz. The motion passed unanimously.

The open meeting adjourned at 3:25 p.m.