



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE**

REPORT SUMMARY

Date of Meeting: February 4, 2022

Date of Next Meeting: May 2022

Committee Chair: Danielle Troyan '92

Committee Members: Nick Abrams '99, Student Trustee Joshua Ajanaku '22, Carlos Alcazar, John Bell '95, Lex Birney, Alice Bonner '03, Peg Duchesne '77, Board Chair Susan Dyer, President Tuajuanda Jordan, Jesse Price '92

Staff Member: Kelsey Bush '94, Jerri Howland

Dashboard Metrics

N/A

Executive Summary

Discussion Items

Vice President for Student Affairs Report

Jerri Howland will give an update on Student Affairs, The Wellness Center, and the Center for Career and Professional Development. Also included will be LGBTQ Student Outreach and Follow-up to *Call Us by Our Name* Sit-in.

Student Trustee Report

Joshua Ajanaku '22 will give his report and plans for the upcoming year.

Inclusive Diversity, Equity, Access, and Accountability (IDEAA)

Kelsey Bush will give an update of the initiatives and programming for the current reporting period.

Information Items

Minutes from Board of Trustee, Campus Life Committee from October 15, 2021 Meeting

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

II.A. Approval of Chosen Name Policy

The Chosen Name Policy will permit students and employees to officially notify the College of their chosen first name only.

II.B. Approval of revised Student Trustee Position Description

The Campus Life Committee developed this position description for the Student Trustee to define the role, responsibilities, and benefits, provide guidance to the current Student Trustee and Student Trustee in Training, encourage qualified students to apply, and empower students who engage with the Board of Trustees in these roles to have meaningful experiences.



**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF FEBRUARY 4, 2022**

AGENDA

I. DISCUSSION ITEMS

- A.** Vice President for Student Affairs Report
 - 1.** LGBTQ Student Outreach and Follow-up to *Call Us by Our Name* Sit-in
 - 2.** Chosen Name Process
 - 3.** Center for Career and Professional Development Update
- B.** Student Trustee Report
- C.** Inclusive Diversity, Equity, Access, and Accountability (IDEAA)

II. ACTION ITEMS

- A.** Approval of Chosen Name Policy
- B.** Approval of revised Student Trustee Position Description

III. INFORMATION ITEMS

- A.** Minutes (Meeting of October 15, 2021)

The Committee does not expect to close any portion of this meeting.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF FEBRUARY 4, 2022
DISCUSSION ITEM I.A.
VICE PRESIDENT FOR STUDENT AFFAIRS**

Vice President for Student Affairs

Throughout the fall 2021 semester, Student Affairs focused on addressing the physical and mental health needs of students, addressing concerns of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students raised by the Call Us by Our Name student sit-in group and other students living in open housing in the Prince George (PG) residence hall, redesigning programs and services and onboarding new staff in the new Center for Career and Professional Development (CCPD). With the Covid vaccine requirement, weekly regular testing of the unvaccinated, and on-demand testing for symptomatic people and testing compliance management, to ensure the campus community was following the Covid guidelines, the College was able to keep our Covid positive numbers very low all semester. The Wellness Center (WC) conducted 1,547 tests for unvaccinated students, faculty, and staff through athletic trainers and WC testing. We had 22 Covid cases that were isolated on campus with no evidence of significant transmission on campus resulting in an outbreak. With low transmission students were able to hold club meetings, host small events and continue traditional programming such as haunted houses and speakers. However, the Student Government Association (SGA) Winter Wonderland, end of fall semester celebration, had to be postponed until this spring due to weather. SGA planned alternative Hallowgreens events, supported funding for flu shots, and purchased a new 15 passenger van for students. Additionally, the SGA approved a proposal to renovate the campus radio station into four individual podcast studios which will allow recordings of podcasts simultaneously.

Student Health and Wellness

With students on campus, WC counseling services offered in-person, group, and tele counseling appointments for students. Counselors saw approximately 25% of our study body for at least one session. There were three clinical groups: This place called College, art therapy group; Grief, Loss, and Love, art therapy group; and Art of Relationships, exploring relationships group. Due to demand, the psychiatric appointments were extended from six per week to eight per week and appointments were consistently booked. The psychiatric nurse had a total of 126 appointments and reported an increase in serious psychosis, a severe mental disorder in which thought, and emotions are so impaired that contact is lost with external reality, in our students. More data are needed to better understand this trend beyond the number of appointments. For the fall 2021 semester we had four counselors (3 full-time, 1 part-time) who saw students in-person and remote. Below is a summary of type of appointments for the last three fall semesters:

TYPE	FALL 2021	FALL 2020	FALL 2019
Walk-In	105	88	153
Urgent (students in crisis)	40	71	111
Therapy (individual sessions)	317	10	565
Intake/intake returning (new)	182	120	225
Advocacy	12	5	4
Mandated assessment	1	0	10
Psychiatric*	126	88	134

**Includes medication monitoring appointments*

Fall 2019 shows the highest utilization of counseling services, except for advocacy appointments. Fall 2020, may reflect a decline in seeking counseling services because of remote learning and fewer students on campus. Comparatively, fall 2021 shows a rebounding of students seeking counseling services with students back in-person which shows an increase in psychiatric appointments above fall 2020 but below fall 2019 numbers.

Other services provided by WC which provided additional resources were: 22 students connected with *MySSP* (a student support service with professionally trained counselors' available night and day via phone or live chat, funded by SGA for one year) for services; eight students contacted the ISP program (*anonymous way to contact a counselor*); and four students saw a Peer Health Educator (PHE) for walk-in counseling.

The health services unit of WC included one full-time registered nurse (RN) and one part-time nurse practitioner (NP). The WC executive director oversaw Covid testing clinics 5 days a week for regular mandated testing and on-demand testing, managed the crisis walk-ins for counseling services and held a caseload of counseling patients. Health services staff provided daily walk-ins assessments and referrals appointments to the NP two afternoons per week. NP appointments were consistently full and some students had to be referred off campus. Health services staff provided services for physical injuries, self-care, sexual health, flu clinic and limited support for transgender students going through transition.

WC is currently down in staff in counseling services due to resignations at the end of fall semester: two therapists (one full-time 10-month and one part-time contractual) and the Executive Director. An Assistant Director for Counseling Services was hired in December and began work January 4. The good news in WC is health services began the spring semester fully staffed with the hiring of one full-time Nurse NP and one full-time RN. The RN started January 4 and the NP will join in February.

LGBTQ Students & Call Us by Our Name Group

Directly following the *Call Us by Our Name* sit-up, a series of meetings were scheduled with students, staff, and faculty to better understand concerns and needs of the LGBTQ student community raised during the sit-in. These meetings included some of the faculty and staff who were signatories to the 2014 Letter, students currently and formerly living in open housing on campus, and with the Chosen Name Policy Committee. The salient issues to be addressed were students being deadnamed in classes, emails, and college postings; changing the name of open housing in the residence hall; providing gender neutral bathrooms in all academic buildings; improving the bathrooms in open housing; and reconstituting the LGBTQ Student Advisory Committee.

Deadnaming

Deadnaming someone means to call (a transgender person) by their birth name when they have changed their name as part of their gender transition. Students submit an online google form to Student Affairs indicating their desire to use a chosen first name on campus. However, since the college's Jenzabar CX enterprise resource planning (ERP) system did not have the capability to default to a chosen name (or update other campus systems with a chosen name) this process needed to occur manually. The manual process of confirming if a student had a chosen name relied on the Registrar's office to manually check their list of student names against the Chosen Name list before sending out student names or emails to offices. Faculty also needed to be notified of a chosen name before they printed class rosters. Without an ERP system that could default to a chosen name and update all systems across campus and staff diligently checking student names, deadnaming continued to occur. As a work around, until the new ERP is completed, the Interim Dean of Students will serve as the Point of Contact (POC), and he will monitor the process to ensure that when a student fills out a Chosen Name form each office is notified and updates its specific list.

In anticipation of the new ERP, the Chosen Name Committee drafted a policy to inform the campus of the scope of the chosen name process including where a student can expect to see a chosen "first" name (portal, name, One Card and gender marker) and when a legal name needs to be used to conduct campus business. The Chosen Name Policy is attached for review and approval.

Open & Inclusive Housing

Open housing in the residence halls includes the first-floor left wing of Prince George's Hall and has expanded to suites, townhouses, or apartments based on demand. Some students in open housing felt the name wasn't safe or affirming to residents. Over a series of meetings with residents in open housing to discuss the name, the Open Housing SGA Representative led the charge in surveying residents to identify a new name. The result is the new name, Open and Inclusive Housing. The open housing residents also developed a plan for advertising via brochures, updating Residence Life webpage, recruiting during Open House and Admitted Student Days and advocacy by having representatives from open housing serve on the LGBTQ Student Advisory Group.

Universal Use Restrooms

Gender Neutral Bathrooms in open housing and around campus was discussed as an immediate concern for safety and privacy. The Physical Plant worked to ensure at least one gender neutral bathroom on a wheelchair accessible floor in each building on campus was designated with signage. At the end of fall, Schaefer Hall and Goodpaster Hall bathrooms were updated to provide privacy and accessibility. There are now 47 bathrooms on campus labeled Universal-Use Restrooms. A review of bathrooms in open housing was conducted and a plan for rehabilitation and maintenance is being developed. The age of the buildings and scope of work needed requires a more detailed cost analysis to be performed.

LGBTQ Student Advisory Committee

This committee started in 2011 and was charged with establishing programs and services for the LGBTQ+ student community. The goals were to promote safety and success and enhance quality of life. In 2017 due to staff changes, the committee became a resource panel for whatever campus needs arose related LGBTQ community. The panel continues to support and plan the Lavender Graduation and LGBTQ Advocacy Award. The reformatted LGBTQ Student Advisory Committee will be the forum to communicate and discuss issues related to the student community. The committee will be made up of students, faculty, and staff; the Vice President for Student Affairs will serve as ex-officio member to institutionalize and sustain the committee. The first meeting will be in February. The new LGBTQ Student Advisory committee will work together to define the new charge and structure.

Center for Career and Professional Development (CCPD)

CCPD two main goals were hiring staff and updating and redesigning the curricular course offerings for CORE Pathways 101, 102 and 201. For spring 2022, there is one section of CORE Pathways – 101 and 15 sections of CORE Pathways – 102. CORE-P 102 builds upon the fundamentals of CORE-P 101 by furthering students' career exploration through structured opportunities for reflection and self-examination. It is offered spring semester of freshmen year. Both Pathway Core courses now have broader content, professional design in materials, and focus on Gallup Strengths, Job-IQ and interactive team activities in order to make the experience for students more interesting, engaging, and fulfilling.

CORE Pathways 201 is now offering 5 externships and 8 virtual classes. The externships are short temporary job training programs and learning opportunities for students mostly through job shadowing or job site tours. This course gives sophomores and juniors access to expert practitioners who are working professionally in their disciplines. The experts share career stories and describe their work life. Additionally, these practitioners (instructors) will review requirements for their career position and introduce students to jobs, colleagues, networking opportunities, and professional associations. The instructors are experts in business leadership, economics, human resources, internal journalism, journalism and objectivity, law, medicine, project management, psychology, social entrepreneurship and social impact and leadership. The

director of professional pathways is onboarding and matching the instructors with a peer-to-peer educator on campus who will provide logistics and technical support. All classes are filled for spring with a total enrollment of 139 students and an average class size of 13.

The co-curricular programs and services includes internships, career fairs, training, mentorship and outreach. There are 60 internships that will continue from the fall semester. Additional spring internships are still being arranged with sponsors who are interviewing students who applied via Hire SMCM. Outreach to recruit more internship opportunities is ongoing for summer opportunities. A Career Expo is tentatively being planned for March 30, 2022. The CCPD is conducting an environmental scan to identify area employers to partner on internships/externships and to invite them to participate in the Career Expo. Two CCPD staffers are completing Strong Campbell Inventory (SCI) training and will coordinate training for remaining staff as in-service training to CCPD staff. In addition, CCPD will begin offering the SCI to students once staff is certified; scheduled to occur in late February.

Signing up for a mentor will be part of the CORE P-102 curriculum and staff will recruit juniors and seniors to participate in Job-IQ so they can access a mentor as well. Using an article to be sent to alumni, the staff will be soliciting alumni to advertise in Job-IQ's Professional Directory. The article will feature one of SMCM's long-successful internships in Annapolis in government relations including the perspective of the supervisor and student who has now set out on a career path in government. CCPD hopes the article will compel more alumni to join Job-IQ's Professional Directory and become mentors. Further outreach will include 1) developing a social media and outreach calendar for the spring semester to raise awareness of CCPD services and encourage participation in the Career Expo and other programs and 2) to invite students to seek career counseling and gain access to interest inventories, internships, and other offerings.

With the recent hires of Executive Director, Cynthia Greb, and Director of Career Development, Geoff Lewis and currently finalizing the searches for an Externship Coordinator and Office Manager, CCPD is looking forward to an exciting and full semester with a new team.

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DISCUSSION ITEM I.C.
INCLUSIVE DIVERSITY, EQUITY, ACCESS, AND ACCOUNTABILITY
(IDEAA) REPORT**

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 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 a diverse student, staff, and faculty populations. Through these actions, IDEAA is working toward ensuring that the campus is inclusively diverse and supportive.

Our initiatives and programming for the current reporting period include:

Development and Support of Speaking Engagements and Series

- Dr. Martin Luther King, Jr. Annual Prayer Breakfast Celebration with the keynote address being given by Dr. Mary Frances Berry, Geraldine R. Segal Professor of American Social Thought Emerita at the University of Pennsylvania (January 2022)
- Pulitzer Prize-Winning Poet Natalie Díaz reading (February 2022 -postponed due to COVID concerns)
- The Gwen Ifill Lecture Series, in collaboration with the Center for the Study of Democracy and the Office of the President. The series will bring to campus rising BIPOC media professionals. The inaugural speaker for the series will be María Hinojosa (April 2022)
- Environmental Justice on the Coast Lecture Series, in collaboration with the Center for the Study of Democracy and Environmental Studies (spring 2022 and beyond)

Oversight and support of IDEAA Program Areas

Bias Prevention and Support Team

Launched in spring 2021, 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 Team reviews the reports it receives to collect aggregate data, assess the campus climate, and identify educational and outreach opportunities.

In fall 2021, the Bias Prevention and Support Team received 27 reports (an increase from 13 reports in spring 2021):

- Twelve (12) reports were about alleged bias incidents aimed at transgender/LGBTQ+ students, including some acts of graffiti or vandalism. This includes three (3) reports involving instances in which trans students' deadnames were used incorrectly in College processes.
- Eight (8) reports involved allegations of racist actions and/or statements by SMCM community members.
- Four (4) reports involved incidents that did not reflect an alleged bias.
- The remaining three (3) incidents involved bias relating to sex or gender, and two of these issues were referred to the Title IX Office for follow-up.

These reports reflect heightened attention to the inclusion of trans students in campus life, as seen in the Calvert Hall sit-in in October 2021. Dr. Jerri Howland, Vice President for Student Affairs, and Derek Young, Interim Dean of Students, have taken on amplified roles on the Team to be a resource for and conduit to students.

In response to these reports, the Team has had ongoing conversations with involved parties, and partnered with Student Affairs, Academic Affairs, and the Registrar to address the concerns raised, including the development of the Chosen Name Policy and ongoing improvements to campus software systems to reflect students' appropriate names. In addition, the increasing volume and nature of the reports received reflects a need for ongoing education for the community around learning, living, and working in an inclusively diverse community, as well as the role of the Team itself.

Office of Accessibility Services

In fall 2021, the Office of Accessibility Services worked with 251 students (approximately 16% of the undergraduate student body) to identify and implement the appropriate accommodations to provide these students with access to the learning experience. The most common accommodations implemented were permission to record audio lectures and extended time for tests and quizzes. As points of comparison, in fall 2020, the office worked with 192 students, and in spring 2021, the office worked with 172 students. In addition to increased numbers of students seeking accommodations, the office has seen an increase in students with multifaceted accessibility needs involving physical and mental health challenges.

A search is underway to hire a permanent, full-time Director of Accessibility Services (the office is currently staffed by a contractual Assistant Coordinator of Accessibility Services and a contractual Office Associate II).

DeSousa-Brent and Landers Scholars

Presently DB has 190 scholars, 53 of whom are first-year students. Since being incorporated into IDEAA in May of 2021, the DeSousa-Brent (DB) program is going through an un-siloing and recalibration process that will allow it to reach its retention and graduation rate goals on a consistent basis. DB Program leadership has been tasked with more consistent and in-depth analytics and reporting which inform areas that need more programmatic attention or institutional support.

One immediate and visible change is the relocation of the DB Scholars Program Office to the Glendening Annex. The new location promotes the visibility of the program as well as boasting a larger and more welcoming space. This location will also allow for hosting DB programs within the DB spaces.

The program has been tasked to develop a plan to include a larger number of transfer students that fit the student profile of a DB scholar but come to the college at the sophomore level or beyond. Also, DB is collaborating closely with Admissions and Enrollment management to support all current and future cohorts from Dream.org and DC-CAP students. Finally, because the program excels more than any other area on campus in creating a sense of community for underrepresented students and in developing those students for important leadership roles on campus, it has become a valuable source of knowledge for first generation programming at the College.

DeSousa-Brent Metrics:

Quantitative data shows that the DB program continues to struggle to reach a state-mandated 4-year graduation outcome of 70%. The outcomes for the 2017 cohort were at an all-time low of 38% and the current projected rate of graduation for the 2018 cohort is at 57%. The 1st-3rd year retention rate for the 2019 cohort is at 58.5%. That said, the latest data retention numbers show much more promise, including an 86% 1st-2nd year retention rate for the 2020 cohort and a 94% rate from first to second semester from the 2021 cohort.

Beyond these statistics, DB Scholars continue to thrive as student leaders. Their leadership benefits the entire campus. Four (4) out of the last five (5) Student trustees in training have been DB Scholars. Also, while DB Scholars only make up 10% of the Student body, they make up 25% of Residence Hall Assistants. DB student leadership has spearheaded the Black Student Union and created our Latinx student club (Alianza), and our Native American Club. Out of five (5) Peer Academic Support Specialist positions created by OS3 to support student learning, four (4) are held by DB Scholars. DB Scholars were also highly represented as peer health educators in the SMARTIES program.

Landers Metrics:

The Landers Program continues to thrive at the College and students in our Landers Program continue to excel. We currently have a total of 16 students in the Landers Scholars program, with all four (4) students in the 2018 cohort projected to graduate on schedule this year. Our retention

rate for all cohorts is 100% with one exception from the 2019 cohort who is currently on medical leave.

Office of Title IX Compliance and Training

In fall 2021, the Office of Title IX Compliance and Training received 64 Title IX reports and 10 non-Title IX reports, for a total of 74. In a 15-week semester, this equates to a new report received every weekday. This reflects a return to pre-pandemic levels of reporting.

In fall 2021 the Title IX Office received reports regarding the following issues:

- Sexual harassment (27)
- Non-Title IX issues (10)
- Stalking (9)
- Non-consensual sexual intercourse (7)
- Non-consensual sexual contact (7)
- Sexual assault – unknown (6)
- Dating violence (4)
- Gender-based harassment (2)
- Domestic Violence (1)
- Retaliation (1)

We received these reports from the following sources on campus: complainants (the people who experienced the alleged misconduct) (27), Resident Assistants (14), Public Safety (13), staff (12), students (5), faculty (2) and respondent (the person who engaged in the alleged misconduct) (1). Of the 64 Title IX reports, 41 (64%) described incidents that occurred during the fall 2021 semester, and 35 of the 64 reports (55%) described incidents that occurred on campus.

The fall 2021 reports were resolved in the following ways:

- **Implemented remedial measures (14).** After conducting an initial assessment of the allegations, we implemented measures such as meetings with the parties, no-contact orders, changes in housing, and other supportive measures.
- **Complainant preferred not to proceed (13).** The complainant did not wish to share information or move forward with a process.
- **Non-Title IX reports (10).** These reports, often of interpersonal conflicts, were referred to the appropriate offices and resources.
- **Unknown respondent (9).** The College's ability to respond was limited, but we could offer the complainant supportive measures.
- **Unknown complainant (7).** The College received second-hand reports but did not know the identity of the person affected by the situation.
- **Complainant did not respond (5).** The complainant did not respond to outreach from the Title IX Office.
- **Complainant stopped responding (5).** The complainant initially engaged with the Title IX Office and stopped responding to communications.

- **Formal resolutions (4).** The College is conducting a formal investigation process to determine if a respondent should be held accountable for a policy violation. There were no formal investigations initiated during the 2020-2021 academic year.
- **Honor request for confidentiality (3).** The complainant explicitly asked the Title IX Office not to take action to address the report.
- **Non-affiliate respondent (3).** The College's ability to respond was limited, but we could offer the complainant supportive measures.
- **Informal resolution (1).** The Title IX Office engaged in a voluntary, non-disciplinary process with both parties to implement remedies to address the situation.

The Title IX Office launched the annual campus climate survey in January 2021 and is preparing spring 2022 prevention programming involving the One Love Foundation and A Call to Men. The Office is also conducting a search for a new Assistant Director of Title IX Compliance and Training.

Development and Collaboration to Recruit and Retain Inclusively Diverse Student and Faculty Populations

First Generation Student Programing

In collaboration with the vice presidents for Student Affairs and Enrollment Management, the office of Equity Programing is in the process of creating a proposal for a 4-year, first-generation program for the College. The first phase of the program is planned for rollout in Spring 2022. A virtual kick-off program and panel discussion showcasing successful first-generation students, faculty, and staff, will be held in February 2022, followed by a social gathering (COVID permitting) in the early spring. IDEAA will also pilot a first-gen to first-gen mentoring program between students, staff, and faculty 12 staff and faculty mentors have already been recruited.

Ross Fellows

IDEAA has collaborated closely with the Interim Dean of Faculty Dr. Katie Gantz to support the Ross Fellows a cluster hiring initiative that revolves in hiring faculty with IDE expertise that seeks to create a more welcoming and supportive environment for diverse faculty, and in turn, to further expand the scholarly and pedagogical expertise available to the diverse range of students at SMC. In pursuing classrooms that deliver both excellence and inclusion, this initiative embodies a number of the College's most fundamental values. The Director of Equity Programming serves as a member of the steering committee and is the main point of contact for candidates who want to know more about the importance of the initiative at/for the College. The office helped develop and support the plan and provided precise language and recommendations for best practices.

IDE Senate Committee

IDEAA has worked closely with the *ad hoc* IDE Senate Committee. The committee has been charged with looking into gender equity at the College and has consulted with the office about surveying the faculty on issues of equity. This year, in consultation with IDEAA, the committee

will consider student retention as it relates to the academic performance beginning with the LEAD curriculum.

Support of Inclusive Teaching at the College

Howard Hughes Medical Institute (HHMI) Inclusive Excellence Learning Community

IDEAA is helping the College develop inclusive learning practices that will be supported and implemented with the HHMI grant. In collaboration with Institutional Research, a tool to measure achievement gaps in the LEAD core has been developed and will be used to analyze trends in any achievement gaps within our curriculum. These will inform what new teaching and learning practices we develop to make learning more accessible and equitable at the College.

Presentation of IDEAA Programming at the National Level

AAC&U COPLAC Presentation

The Chief Diversity Officer was selected by the Council of Public Liberal Arts Colleges (COPLAC) to be part of a panel discussion at the American Association of Colleges and Universities (AAC&U) Annual Conference in Washington, DC. The panel consisted of representatives from St. Mary's and four other institutions. The title of the presentation was Transforming Historical Biases - Creating Safe and Brave Spaces: A Collaborative and Community-led Approach to Sustaining Racial Equity within Public Liberal Arts Institutions. There were about twenty participants present for the talk. This event afforded the opportunity to highlight the equity work that is being done on our campus and learn from similarly situated colleges and universities.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF FEBRUARY 4, 2022
DISCUSSION ITEM I.B.
STUDENT TRUSTEE REPORT**

Reporter: Joshua Ajanaku '22, Student Trustee

Executive Summary

I officially assumed my role on May 31st, 2021. Since then, I've been meeting and talking regularly with Vice President for Student Affairs Dr. Jerri Howland and my Board mentor, Trustee Secretary Nick Abrams '99. My meetings with them have been really insightful, engaging, and wonderful.

This year, I plan to focus on service leadership, transparency, and community service. I created an initiative called "*Coalition of Campus Leaders*." This leadership initiative includes captains of sport teams, campus club leaders, some members of the Student Government Association, and key members within the Faculty Senate and administration. Coalition of Campus Leaders aims to bridge the gap amongst these groups, while at the same time working towards addressing the concerns facing students. The purpose is to come together to have a round-table discussion about issues students are facing on campus and consequently identify solutions.

To create transparency, I set up regular meetings with the current Student Government Association (SGA) President. Consistent and frequent meetings between SGA President Lanham and I would not only provide the opportunity for us to collaborate on key matters impacting students, but it would also offer me the unique opportunity to comprehend the concerns of the student body through the lens of the SGA, which I plan to share with the Board.

In pursuing my goal of community service, in my first project I was able to partner with the varsity men's soccer team and Trinity Episcopal Church to volunteer to clean-up Church Point, one of the many wonderful spots located around St. Mary's College of Maryland, every Sunday evening. We had our very first session on October 3, 2021 and we plan on having many more clean-up sessions.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF FEBRUARY 4, 2022
ACTION ITEM II.A
APPROVAL OF THE CHOSEN NAME POLICY**

RECOMMENDED ACTION

The Campus Life Committee recommends approval by the Board of Trustees, St. Mary's College of Maryland, of the Chosen Name Policy.

RATIONALE

The Chosen Name Policy will permit students and employees to officially notify the College of their chosen first name only. Upon approval, the name change would be reflected within on-campus communication systems that do not require the use of legal names. The chosen first name must not be used for purposes of misidentification, fraud, or misrepresentation, and must align with community standards. Requests for use of a chosen first name shall be limited to one request per academic year.

St. Mary's College of Maryland
Chosen Name Policy
Draft Pending Approval by the Board of Trustees

The SMCM chosen first name process allows students and employees to officially notify the College of their chosen first names and to have this change reflected in on-campus communication systems, if the chosen first name is not used for purposes of misidentification, fraud, or misrepresentation and the chosen first name aligns with community standards.

There are limits to where a chosen first name will be reflected in college communications. Chosen first names will be used in One Card, Blackboard, dean lists, housing lists, emails, and bookstore lists. Requests for use of chosen first name shall be limited to one request per academic year.

Students: The Vice President for Student Affairs office reviews chosen first name requests from students. Students with questions about the policy and/or process for requesting use of a chosen first name should contact Student Affairs. Appeals for denied requests should be presented to the [Title IX Coordinator](#).

Employees: The [Human Resources](#) office reviews chosen first name requests from employees. Appeals for denied requests should be presented to the [Title IX Coordinator](#).

Adjusting our various information systems to include the use of the chosen first name is a multi-year effort, due to the complexity and interrelated nature of systems and record sources. We appreciate your patience as we expand our ability to use the chosen first name as widely as possible in records, and work toward providing a solution for this important need.

Legal Names

The College must use legal names for records, including but not limited to, the following:

- Legal documents and reports produced by the College
- Student Account Statement (Bills)
- Financial Aid and Scholarship Documents
- Transcripts
- Diploma
- Enrollment Verifications
- Student Employee Documents
- Paychecks, W2s, and other Payroll Documents
- 1098-T Tax documents

To change your legal name on all documents at St. Mary's College of Maryland, an individual must obtain a Court Order. In the State of Maryland, an individual must apply to the Circuit Court of the county (or City of Baltimore) where they reside. The procedures vary from one county or state to another.

Chosen Name Policy FAQ's

Q: Why do we have a Chosen first name Policy?

The policy brings us in line with recommendations for compliance with Title IX and related guidance. It also promotes a campus ethos which welcomes and supports self-expression.

Q: Who does the policy affect?

Students and employees who wish to be recognized by and use a different first name from their legal first name, and within community standards.

Q: Why would someone want to use a chosen first name?

There are plenty of reasons. Usually, individuals elect to use a chosen name because of a personal identification (for example, transgender or transitioning persons), or for an “Americanization” of their legal name, particularly among our international colleagues and students.

Q: Does the policy allow me to change my legal name?

No. Your chosen first name is for college related communication and identification. Your legal name remains unchanged.

Q: Chosen names will be used in?

You will see them on most internal communications, One Card, Blackboard, dean lists, housing lists, and mailroom. Students and employees can change their email via Google+.

Q: How do I seek the use of a chosen first name?

Student can complete the [Student Chosen Name Form](#) online. Employees can contact Human Resources.

Q: How often can I request a chosen first name?

Requests are limited to one per academic year.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF FEBRUARY 4, 2022
ACTION ITEM II.B
APPROVAL OF THE REVISED STUDENT TRUSTEE POSITION DESCRIPTION**

RECOMMENDED ACTION

The Campus Life Committee recommends approval by the Board of Trustees, St. Mary's College of Maryland, of the revised Student Trustee position description.

RATIONALE

The Campus Life Committee developed this position description for the Student Trustee to define the role, responsibilities, and benefits, provide guidance to the current Student Trustee and Student Trustee in Training, encourage qualified students to apply, and empower students who engage with the Board of Trustees in these roles to have meaningful experiences.

ST. MARY'S COLLEGE OF MARYLAND STUDENT TRUSTEE POSITION DESCRIPTION

The St. Mary's College of Maryland Student Trustee's primary role is to bring the student perspective to the College's Board of Trustees. The Student Trustee has the responsibility to stand with the Board of Trustees, the College, its President, and to demonstrate that support within the community.

Recognizing that there are decisions that involve inherent tensions between the role of student and board member (such as tenure and personnel), the Student Trustee will be excused from executive sessions and certain discussions. Notwithstanding voting during executive sessions and certain discussions, the Student Trustee will have a formal vote at the same level of fiduciary liability as other voting board members.

The Student Trustee will engage the student body in communication so that the entire student body views, across all majors and class years, can be articulated to the Board of Trustees. Further, the Student Trustee is responsible for reporting to the student body on the activities of the Board as appropriate considering considerations of confidentiality.

Responsibilities

Duties of the position include attendance at all Board meetings (regularly scheduled meetings in October, February, May, and other meetings as necessary. Additionally, the Student Trustee serves as a representative of the College at various functions. The Student Trustee is responsible for understanding the purpose of St. Mary's College of Maryland, strategic planning goals, and vision for the future. The individual appointed must be able to display the ability to serve the Board of Trustees in addressing issues from a larger-scale perspective as well as the student perspective. One perspective is representing students currently enrolled as their voice to the board. The other perspective is the responsibilities of the Student Trustee as a full member of the Board, which is deliberate for the good of the Board of Trustees. The Student Trustee is held to the same high standards of trusteeship, including participation and preparation for all Board meetings.

Requirements

The Student Trustee begins their two-year term as the Student Trustee in Training. Candidates for the Student Trustee in Training must be rising third-year students in good academic standing, who have demonstrated exceptional leadership among their peers in service to the College and the community. The Student Trustee in Training is expected to shadow the Student Trustee at all Board meetings.

The Student Trustee will:

- Attend an orientation to the Board of Trustees sponsored by the Chair of the Board and the President.
- Present a positive image of the Board and the College to the student body and within the broader community.
- Refer any questions regarding the College's operations to the President or designee.
- Sustain working knowledge of the Board's governance concepts, policies, and operations.
- Maintain awareness of current Board issues and read all Board materials in advance of meetings.
- Fulfill the responsibilities and adhere to the ethical code of conduct required by all Trustees.
- In addition to regular meetings with the Vice President for Student Affairs, meet with the President quarterly.

- Partner with peers on the Board of Trustees and the College as needed as a representative of St. Mary's College of Maryland with key stakeholders. This may involve speaking with prospective students, meeting with donors, communicating with legislators and other elected officials, attending College events, and more.
- Seek out and encourage talented students to apply for the position of the Student Trustee in Training.
- Assist the College in identifying opportunities for Board engagement with students, to include sharing needs surrounding personal and professional development.
- Be an ambassador and advocate of the College at external leadership opportunities, which may include conferences or other events.
- Embodies the highest principles of the St. Mary's Way.

Selection Process

- Students interested in applying to be the Student Trustee in Training can download the application at [link].
- Applications, which includes confirmation of good academic standing, and letters of recommendation, must be submitted to [EMAIL ADDRESS] by 11:59 p.m. on [DATE].
- The Campus Life Committee will review applications, interview up to three candidates, and make the selection.
- The successful candidate will be notified in advance of the May Board of Trustee meeting, where the Campus Life Committee will recommend the candidate for confirmation by the full Board of Trustees.



BOARD OF TRUSTEES CAMPUS LIFE COMMITTEE

MINUTES

Date of Meeting: October 15, 2021

Status of Minutes: Approved December, 15, 2021

Campus Life Committee Members Present: Committee Chair Danielle Troyan '92, Nick Abrams '99, Student Trustee Joshua Ajanaku '22, John Bell '95, Alice Bonner '03, Peg Duchesne '77, Board Chair Susan Dyer, President Tuajuanda Jordan, Jesse Price '92

Committee Members Absent: None

Staff Members: Jerri Howland, Kelsey Bush '94

Others Present: Betsy Barreto, Anirban Basu, Anne Marie Brady, Peter Bruns, Donny Bryan '73, Jeff Byrd, Paula Collins, Carolyn Curry, Michael Dunn, Judith Fillius '79, Katie Gantz, Elizabeth Graves '95, Gail Harmon, David Hautanen, Melanie Hilley '92, Sven Holmes, Kristina Howansky, Glen Ives, Lawrence Leak '76, Brayan Ruiz Lopez '24, Doug Mayer, Paul Pusecker, Mai Savelle, William Seale, Greg Shedd, Jenny Sivak, Ray Wernecke, Libby Williams, John Wobensmith '93, Anna Yates, Derek Young '02

Executive Summary

Committee Chair Danielle Troyan '92 called the meeting to order at 10:21 a.m. Attendees participated both in-person and via videoconference.

Discussion Items

Vice President for Student Affairs Report

Students were excited to return to campus life. The orientation program was extended to include sessions to help students transition into college. Upon completion of orientation, a Week of Welcome (WOW) was held for the first time at St. Mary's College. WOW was filled with activities and events for students and highlighted various departments and resources that were available.

Student Affairs has three goals for this academic year: to develop a new mission and vision; redesign programs and services to better meet the needs of students and customize their experience; and on-board the new Center for Career and Professional Development. The idea is to reimagine what student affairs *should* be on campus.

Creation of a network of care that focuses on the safety, health, and wellness of students is underway. The network will utilize all campus resources to provide easily accessible assistance

to students who experience an academic, social, or personal disruption to their learning. Staff and students will work together on its development.

The Wellness Center is dedicated to providing quality physical and mental health care to our students, whether they are on campus or remote-learning. Last year, telehealth was available year-round, including during the summer and all breaks to ensure that students had access to support. Throughout the pandemic, the Wellness Center has been at the forefront and continues to provide COVID testing and psychological care.

The Center for Career and Professional Development (CCPD) is focusing on professional pathway classes, internships, mentorship opportunities, and entrepreneurship. Students enrolled in Career Pathways classes will be matched with mentors through Job-IQ. Internships that align with our majors and meet the needs of the student will be provided. Interim Executive Director of the CCPD Molly Mathews is creating new internships for students that provide real-life opportunities by expanding off-campus site placements. Additionally, the CCPD is adding Diversity Outreach Fellows and offering leadership training. A pipeline to internships, jobs, networks, advancement, and employers is in the process of being developed.

Inclusive Diversity, Equity, Access and Accountability

Inclusive Diversity, Equity, Access, and Accountability (IDEAA) recently welcomed the DeSousa-Brent Scholars and the Landers Scholars into its division with both programs reporting to Director of Equity Programming José Ballesteros. There are currently 174 students within these programs. The DeSousa-Brent Scholars program has 55 first-year students, the largest class to date, 43 of whom participated in the DB Summer Bridge Program. There are 16 students in the Landers Scholars Program, with four from each class year. The DeSousa-Brent Scholars and Landers Scholars programs will be assessed through a SWOT analysis.

The Office of Accessibility Services (OAS) is now under the auspices of Inclusive Diversity, Equity, Access, and Accountability. Regular and consistent outreach is conducted to ensure that students understand the services provided by the OAS and aware of the accommodations that are available. There are currently 212 students receiving accommodations. OAS recently created *Information for Instructors*, a guide for faculty that provides clarity about accessibility accommodations.

The Policy Equity Work Group is reviewing all College policies to identify any discriminatory or inequitable effects. The group will bring forward recommendations to address any shortcomings they identify to make the policy more equitable.

Student Trustee Report

Student Trustee Joshua Ajanaku '22 plans to focus on service leadership, transparency, and community service this academic year. Joshua created the Coalition of Campus Leaders, which includes representatives from athletic teams, campus clubs, the Student Government Association, Faculty Senate, and the administration. The goal is to improve communication between those groups and to identify solutions that assist with addressing student concerns. Joshua partnered the men's varsity soccer team with Trinity Episcopal Church to remove litter from Church Point weekly, an example of his community service efforts.

Information Items

Office of Public Safety-2021 Annual Security and Fire Safety Report Executive Summary

The report, which is submitted annually to the Department of Education, includes policies, crime and fire statistics, safety tips, emergency phone numbers, and an overview of some of the programs offered by the College. The data are collected from the offices of public safety, residence life, Title IX, and other campus security authorities. The complete report was made available to the Committee.

Action Items

III.A. Endorsement of 2021 Performance Accountability Report

The Performance Accountability Report, required by the State of Maryland, assesses the College's progress on a variety of goals and objectives, provides data on specific metrics, and includes a narrative that describes strengths and challenges. With the endorsement of the Campus Life Committee, the Performance Accountability Report will be presented as an action item to the full Board through the Finance, Investment, and Audit Committee. A motion to approve the item was made by Committee Chair Danielle Troyan'92. The motion was seconded and the action was approved unanimously.

III.B. Approval of the Personal Care and Classroom/Lab Assistant Policy

The College does not discriminate against any individual based on a handicap or disability and makes reasonable attempts to provide equal access for all individuals with a disability that qualify for reasonable accommodations under the Americans with Disabilities Act. A student with a qualifying disability may request to bring a personal care assistant to campus to support their daily activities and/or nursing care as an accommodation. The College also permits students to request an in-class assistant as an accommodation. The Policy will apply to all students, faculty, and staff at St. Mary's College of Maryland, as well as all aspects of the College's programs. A motion to approve the item was made by Committee Chair Danielle Troyan'92. The motion was seconded and the action was approved unanimously.

III.C. Revised Title IX Grievance Process to Resolve Complaints of Sexual Harassment

In August, the Federal Department of Education announced that colleges and universities were no longer subject to a specific provision of the Title IX regulations. The deletion of this provision means that when conducting hearings of sexual harassment allegations, the College's hearing officers will consider all statements made by parties, and witnesses, that are permitted under the regulations, even if the parties and witnesses do not participate in cross-examination during the live hearing. The College's Grievance Process to Resolve Complaints of Sexual Harassment will be updated to reflect the change by removing the corresponding language from the policy. A motion to approve the item was made by Committee Chair Danielle Troyan'92. The motion was seconded and the action was approved unanimously.

The meeting adjourned at 10:30 a.m.