

**BOARD OF TRUSTEES  
CAMPUS LIFE COMMITTEE**

**REPORT SUMMARY**

**Date of Meeting:** May 13, 2022

**Date of Next Meeting:** October 2022

**Committee Chair:** Danielle Troyan '92

**Committee Members:** Nick Abrams '99, Joshua Ajanaku '22 (Student Trustee), Carlos Alcazar, John Bell '95, 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**

**Executive Summary**

**Discussion Items**

Vice President for Student Affairs Report

Dr. Jerri Howland

Student Trustee Report

Joshua Ajanaku '22

Update on the IDEAA Office

Kelsey Bush '94

**Information Items**

Minutes from Board of Trustee, Campus Life Committee from February 4, 2022 Meeting

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

**II.A. Approval the Maryland Higher Education Commission (MHEC) Cultural Diversity Report**

The Campus Life Committee recommends approval of the College's 2022 Cultural Diversity Report for submission to the Maryland Higher Education Commission.

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE COMMITTEE  
MEETING OF MAY 13, 2022**

**AGENDA**

- I. DISCUSSION ITEMS**
  - A.** Vice President for Student Affairs Report
    - 1.** Division of Student Affairs new Mission Statement
    - 2.** CCPD Curricular and Cocurricular update
    - 3.** Student Mental Health Concerns
  - B.** Student Trustee Report
  - C.** Update of the IDEAA Office
- II. ACTION ITEMS**
  - A.** Approval of the Maryland Higher Education Commission (MHEC) Cultural Diversity Report
- III. INFORMATION ITEMS**
  - A.** Minutes (Meeting of February 4, 2022)

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

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE COMMITTEE**

**STUDENT TRUSTEE REPORT**

**May 13, 2022**

**Reporter:** Joshua Ajanaku '22, Student Trustee

**Executive Summary**

It is hard to believe this is my last Board meeting as Student Trustee, what a year it has been. I witnessed how the COVID-19 pandemic altered the very fabric of our daily lives and redefined what normal looked like for all of us on campus. However, the one thing I have learned about the Seahawk community throughout my years of being here is our ability and resolve to improvise, adapt, and overcome any challenges we encounter.

At the start of my tenure as Student Trustee, I had three goals I hoped to achieve: service leadership, transparency, and community service. To achieve my goal of service leadership, I created an initiative, a first of its kind on this campus, called Coalition of Campus Leaders (CCL). This leadership initiative was aimed at bringing students from diverse backgrounds together to have round-table discussions about issues they face on campus and, consequently, identify solutions. One of the issues was the new academic matrix. At the next to last meeting of CCL, Katie Gantz, Interim Dean of Faculty, attended to address questions students had about the new system and its impact on the value of their college education. Dean Gantz was able to thoroughly explain the new system and address students concerns related to the value of their college degree based on their view of a perceived reduction in class time. I believe more needs to be done to properly educate the campus on the new academic matrix and its benefits. The success of CCL is something I will forever cherish. CCL aided in bridging the gap between various groups on campus and encouraged students to be engaged in conversations about school policies. I also employed my skills as a servant leader to help serve as a bridge between the group Call Us by Our Names and the administration to ensure that student voices were heard.

My second goal was transparency. I met regularly with the Student Government Association (SGA) President, Erin Lanham, to update her on relevant college policies, to make her aware of issues brought to my attention, collaborated on certain projects, and learned more about SGA business.

Lastly, I was able to fulfill my third goal of community service through my involvement in numerous acts of service to the St. Mary's College of Maryland community such as my partnership with the Men's Varsity Soccer Team and cleaning up Church Point and Trinity Episcopal Church.

One project I ventured into this semester and wished I had more time to bring to fruition was setting up a greyhound-style shuttle service to transport students to and from the Baltimore/DC area on weekends. The inspiration behind this shuttle service came about during my time as a tour guide for the Office of Admission. I learned how prospective students and their families wished we had a shuttle service to bring them to and from airports, especially the families who were out of state or prospective students who did not have cars. I hope this opportunity could be explored in the future as this would serve as a unique benefit to students and the college.

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE COMMITTEE  
MEETING OF MAY 13, 2022  
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 diverse student, staff, and faculty populations.

In April, Dr. Dereck Rovaris, Sr., assumed his new role as the inaugural Vice President for Equity and Strategic Initiatives, leading the IDEAA team. All of us in IDEAA welcome him to the family and are excited to work with him!

Our initiatives and programming for the current reporting period include:

**I. Programs, Resources, and Training**

In March, IDEAA partnered with the SGA's Diversity Committee and other offices to bring StepAfrika, the first professional dance company dedicated to the tradition of stepping, to campus. Approximately 160 students, staff, faculty, and community members attended the event.

IDEAA is also collaborating with the Center for the Study of Democracy and the Department of Environmental Studies to launch the "Environmental Justice on the Coast" lecture series, beginning in spring 2022.)

IDEAA worked on the development of a Cultural Engagement Guide for staff and faculty. This guide is a local directory meant to help members of our campus connect with communities on campus and beyond. The current edition of this directory includes local businesses, places of worship, and other organizations that serve diverse populations and/or are LGBTQ+ affirming.

IDEAA also worked with staff and faculty volunteers to develop a Calendar of Religious Observations for the community. This document will assist faculty and staff in planning meetings and assignments. The document provides guidance on when the holidays occur and which are considered the most important in a particular faith practice.

Beginning in summer 2022, IDEAA is leading the implementation of a new campus-wide online training platform by Get Inclusive which will include training relating to diversity and inclusion, Title IX, alcohol and substance abuse, and other topics. The provider was chosen because of their continuous educational model instead of a singular training. This process builds on foundational

information to ensure our training is compliant and up to date with the most current best practices. In addition, IDEA is exploring other training resources and offered a pilot program of the well-regarded "Factuality " program to 20 staff and faculty members.

## **II. Oversight and Support of IDEAA Program Areas**

### **A. Bias Prevention and Support Team**

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.

As of April 28th, the Bias Prevention and Support Team has received 10 reports during the spring 2022 semester:

- Four (4) reports involved incidents that did not reflect an alleged bias, but provided an opportunity to educate the reporting parties about the role of this resource.
- Three (3) reports involving instances in which trans students' deadnames were used incorrectly in College processes.
- Three (3) reports involved reports of racist jokes or comments, including two reports about the same student organization.

In response to these reports, the Team has had ongoing conversations with involved parties and worked with Student Affairs and other colleagues across campus to address the concerns that have been raised.

### **B. Office of Accessibility Services**

During the 2021-22 academic year, the Office of Accessibility Services (OAS) served a record-breaking number of students: 251 in fall 2021 and 237 in spring 2022. As points of comparison, 190 students received accommodations in fall 2020 (an increase of 32%) and 172 in spring 2021 (an increase of 38%). The most common accommodations include permission to audio record classes; extended time on in-class exams, quizzes, and writing assignments; receipt of lecture notes/outlines when available; and permission to have a laptop in class for note-taking and use of text to speech software.

In April, OAS welcomed Dana Kieran as the new Director of Accessibility Services. Dana served as the Director of Accessibility Resources and ADA Coordinator at Longwood University for nine years.

This year, for the first time since 2017, OAS participated in the Workforce Recruitment Program for College Students with Disabilities (WRP), a federal recruitment and referral program that connects federal sector employers nationwide with college students and recent graduates with disabilities. Three students participated in the WRP and one student completed the interview

process. In addition, this year OAS interns began work on an accessibility map of the campus, and OAS continued revising its website to provide a better user experience.

### **C. Equity Programming**

#### **DeSousa-Brent Scholars Program**

The DeSousa-Brent Scholars Program was established in 2008 as a first year program to replace College 101. Its original mission was to end an institutional approach based on student deficit models, and to leverage the resiliency and cultural sophistication of BIPOC, first-generation, and low-income students, and parlay those characteristics toward success in the classroom and in leadership roles on campus. Equitable practices in the program included providing students with new laptops, providing mentoring opportunities and in depth advising. The curriculum for the introductory course also centered on issues related to BIPOC, low income and disabilities in society and academia. In 2013, inspired by this innovative programming, SMCM administrators proposed state legislation that would fund equitable programming on campus if DB could eliminate the retention and 4-year graduation rate gaps for DB students in the 2015 cohort (that is, students enrolling in 2015). The State-legislated metrics for the program were and continue to be as follows:

First-to-second year retention rate is at least 88%

First-to-third year retention rate is at least 79%

4-year graduation rate is at least 70%

In 2019, thanks to a monumental effort on the part of faculty, staff, student mentors, and Board oversight, the DB program met its outcomes. The College secured funding for equitable programming from the State, with the understanding that the DB programmatic outcomes would serve as key metrics to measure ongoing support.

IDEAA oversight of DB began in May of 2021. At that time, however, the 2017 cohort of the DB program demonstrated one of its lowest graduation and retention rates ever: a 38% four-year graduation rate for DB students, compared to 58% for all students. A major factor contributing to this drop were high levels of voluntary attrition of DB students in their first and second year, for reasons including lack of academic success and curricular options. Regardless of these reasons, this drop was unacceptable.

IDEAA has led the DB program through an un-siloing and recalibration process to recover from this decline and to meet its retention and graduation rate goals in a more consistent manner. IDEAA has tasked DB program leadership with more consistent and in-depth reporting and analytics to identify areas that need more programmatic attention or institutional support.

The good news is that the historically low four-year graduation and retention rate for the 2017 cohort appears to be an anomaly.

- Projections for the 2018 cohort show an almost 25% bounce back. By the end of summer 2022, 62% of DB Scholars in the 2018 cohort will have graduated in four years, compared to 67% for all students. The 2018 cohort's five-year graduation rate will be 68%.

- For the 2019 cohort, we project a four-year graduation rate of 55% (compared to 64% for all students), based on current retention data (75.5% first to second year; 62.3% first to third year).
- Data for the 2020 cohort is much more promising. The first to second year retention rate of 90% exceeds the all-student rate of 85%. (Notably, the original 2015 legislative metric was also 85%.) The 2020 cohort also has a first to third year retention rate of 78%, which is equal to both all students and the 2015 legislative metric.

Beyond these metrics, importantly, the program continues to fulfill its original leadership mission. For example, over the course of ten years, four DeSousa-Brent Scholars have served as Student Trustees for our Board. In addition, DB scholars make up 25% of the student Residence Life staff on campus, even though DB students are only 10% of the student body. DB Scholars are also pivotal in other equity programming, including peer to peer mentoring.

DB enrollment includes students who enroll at the College from partner pipeline programs. These programs, the District of Columbia College Access Program and the DREAM.US organization, support underserved students and a condition of the student's enrollment at the college is for them to be a member of DB and participate in DB programming. All students who entered the College in these programs have been retained and are on course to graduate on time.

Finally, under IDEAA's leadership, the DB program is broadening its programming to continue to increase retention, timely graduation outcomes, and outreach. In fall 2022, the DB program will launch a Sophomore Passport Program and a Junior Kick-Off Program that will include mentoring, close advising, and collaboration with other offices, to increase support and retention. The program will also develop a pathway for transfer students to enter the program.

### **Landers Scholars Program**

The Landers Scholars Program was established in 2018 by The Arthur E. Landers, Jr and Hilda C Landers Charitable Trust. Currently 17 students are provided fully funded 4-year scholarships, including 4 year mentoring and community service opportunities. 16 of those students are also DeSousa-Brent Scholars. All four students of the original Landers Scholars cohort who enrolled at the College in 2018 have been retained and will be graduating in four years. Subsequent cohorts have been retained as well and are on schedule to graduate in four years.

### ***Sum primus*: First Generation Student Programing**

In collaboration with the Vice President for Student Affairs and and in consultation with the Vice President of Enrollment Management, the office of Equity Programing is in the process of creating a four-year, first-generation program for the College: *Sum primus*, Latin for "I am first." The program seeks to increase retention and four-year graduation rates for students who will be the first in their immediate families to graduate from a four-year degree program. As part of the *Sum primus* program, IDEAA staff have developed a virtual panel discussion showcasing successful first-generation students, faculty, and staff, and will host an end-of-year Sum Primus outdoor gathering. In fall 2022, IDEAA will launch a first-generation peer-to-peer mentoring program between students, staff, and faculty. Currently over 54 students, staff, and faculty members have



registered to be mentees or mentors. IDEAA will also integrate alumni mentors into the program during summer 2022. Beyond increases in retention and graduation rates, *Sum primus* programing will provide students more access to high-impact experiential practices as well as professional networking that will lead to career placement opportunities.

#### **D. Office of Title IX Compliance and Training**

As of April 28, 2022, the Office of Title IX Compliance and Training has received 31 Title IX reports and 13 non-Title IX reports during the spring 2022 semester, for a total of 44. This equates to receiving three reports each week, and this reflects a return to pre-pandemic levels of reporting.

The spring 2022 reports involved the following kinds of issues:

- Non-Title IX issues (13)
- Sexual harassment (11)
- Sexual assault – unknown (5)
- Non-consensual sexual intercourse (5)
- Stalking (3)
- Non-consensual sexual contact (2)
- Dating violence (2)
- Retaliation (1)
- Sexual exploitation (1)
- Pregnant/parenting students (1)

We received these reports from the following sources on campus: complainants (the people who experienced the alleged misconduct) (12), staff (11), Resident Assistants (10), Public Safety (3), faculty (3), student witness (3), an alumnus/a (1), and respondent (the person who engaged in the alleged misconduct) (1).

Of the 31 Title IX reports, 17 described incidents that occurred during the spring 2022 semester, and 7 described incidents that occurred in fall 2021 (the remaining 7 reports described incidents that happened before fall 2021, or the date of the incident was not shared). Nineteen (19) of the 30 Title IX reports described incidents that occurred on campus.

The spring 2022 reports are being resolved in the following ways:

- **Non-Title IX reports (13).** These reports, often of interpersonal conflicts, were referred to the appropriate offices and resources.
- **Implemented remedial measures (5).** 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 (5).** The complainant did not wish to share information or move forward with a process.
- **Initial assessment under way (4).** The College is conducting an initial assessment of the report and determining appropriate next steps.
- **Complainant did not respond (4).** The complainant did not respond to outreach from the Title IX Office.

- **Formal resolutions (2).** The College is conducting a formal investigation process to determine if a respondent should be held accountable for a policy violation. The College initiated four (4) formal resolution processes in fall 2021.
- **Unknown complainant (2).** The College received second-hand reports but did not know the identity of the person affected by the situation.
- **Non-affiliate respondent (2).** The College's ability to respond was limited, but we could offer the complainant supportive measures.
- **Addressed by Human Resources (2).** The Office of Human Resources is addressing the report.
- **Unknown respondent (1).** The College's ability to respond was limited, but we could offer the complainant supportive measures.
- **Complainant stopped responding (1).** The complainant initially engaged with the Title IX Office and stopped responding to communications.
- **Honor request for confidentiality (1).** The complainant explicitly asked the Title IX Office not to take action to address the report.
- **Informal resolution (1).** The Title IX Office engaged in a voluntary, non-disciplinary process with both parties to implement remedies to address the situation.
- **Pregnant/parenting students (1).** The Title IX Office worked to implement reasonable accommodations for pregnant or parenting students, pursuant to the College's Policy to Support Pregnant and Parenting Students.

In late March, the Title IX Office hosted trainers from A Call to Men for semesterly, grant-funded sexual violence prevention programming. Over three days, approximately 195 students, faculty, and staff attended discussion-based programming around healthy manhood, violence prevention, consent, trauma, and healing.

Unfortunately, the Title IX Office's search for a new Assistant Director of Title IX Compliance and Training has failed due to a limited applicant pool. We are reevaluating the position description and recruiting approach to ensure that we have a strong team in place moving forward.

**BOARD OF TRUSTEES  
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CAMPUS LIFE COMMITTEE  
MEETING OF MARY 13, 2022**

**ACTION ITEM II.A.  
APPROVAL OF THE 2022 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 2022 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.



# St. Mary's College of Maryland Cultural Diversity Report

2022

**Section 1: A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration.**

**(a) Students**

DeSousa-Brent Scholars Program

In 2008, the College created the DeSousa-Brent Scholars Program to promote the availability of a liberal arts education to underrepresented students in higher education. The program provides a highly structured college experience to promote student success. Before beginning their first year, students are eligible to attend a two-week summer bridge program, consisting of coursework taught by College faculty where students are introduced to the rigor of our institution. Students also receive intensive advising (meeting every 3 weeks), participate in the same first-year seminar as other DeSousa-Brent Scholars (to facilitate cohort building), and in their second semester, enroll in a leadership seminar where they carry out a campus-wide leadership project. In addition, students in their sophomore through senior years participate in various academic and social support programs and initiatives, including leadership development, graduate school preparation, selecting a major, a fall retreat to remain engaged during mid-semester, degree audits, stress/time management, and social programs to build community with other students in the program. Since its inception, 554 students have participated in this program. The DeSousa-Brent Scholars program is available to underrepresented students who are first generation college students, eligible to receive Pell Grants, ethnic minorities, disabled, and/or from rural or urban communities.

Sum primus

Established in 2017 by President Tuajuanda Jordan, a first-generation student herself, *Sum primus* enables students who are the first in their families to attend college to be part of a network of support including their parents and other first-generation students and faculty. The program seeks to increase retention and four year graduation rates for first generation students. As part of the *Sum primus* program students can attend a summer bridge program that will immerse students in campus. A first year living/learning center allows students to consider the important balance between curricular and co- curricular experiences at the College. Students then continue on to a first-generation peer-to-peer mentoring program between students, staff, and faculty. Currently there are over 50 students, staff, and faculty members who have registered to be part of mentoring. During the summer, alumni mentors will be included in *Sum primus* programming to provide professional development opportunities beyond St. Mary's. Through in-depth advising and on-campus networking, *Sum primus* programming will provide students more access to high-impact experiential practices as well.

Additional Initiatives

In addition to these programs, the College has partnered with the District of Columbia College Access Program (DCCAP) and TheDream.US Scholarship program (Dreamers) to increase the access of first-generation and marginalized students to the College. Our partnerships with these two programs seek to increase the enrollment of Latinx students. Once enrolled at St. Mary's College of Maryland, students are financially supported through the work of *Sum primus* and the DeSousa-Brent Scholars programs.

**(b) Faculty**

In fall 2021, St. Mary's College of Maryland began the first phase of a two-year cluster hire process. Our goal with the Ross Fellows program is to actively center inclusive diversity in all parts of our educational practice. With the launch of the initiative in AY2022, the College will build and foster a network of promising new faculty whose expertise across their diverse fields of specialization will further elevate our research profile, and whose pedagogical practice will improve the educational experience of underrepresented students. To enhance recruitment and retention, the Ross Fellows will be supported by supplementary research and/or salary funding, targeted professional development and mentoring, and community support from the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) and other campus partners.

In addition to the launch of the Ross Fellows program, the College entered into an agreement with the National Registry of Diverse and Strategic Faculty to post all of the College's faculty positions. The REGISTRY is a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education. As a subscribing member, the College is able to search from among over 1,500 candidates consisting of diverse and strategic faculty and doctoral students seeking jobs in higher education.

In an effort to retain new diverse hires, IDEAA is working with Human Resources and Academic Affairs to make the College's onboarding process and new faculty orientation more culturally responsive. This has included working on a cultural engagement guide that spotlights local resources and businesses that would be of interest to our marginalized employees. Additionally, IDEAA continues to sponsor its annual Black, Indigenous, and People of Color (BIPOC) luncheon for faculty and staff. This event affords those who attend the opportunity to meet in an environment in which they can support and mentor one another.

**(c ) Non-Faculty-staff**

The Inclusive Diversity, Equity, Access, and Accountability (IDEAA) unit and Human Resources (HR) have been working to expand the diversity of the applicant pools for non-faculty and administrative positions. HR has well-established Affirmative Action protocols associated with searches. As part of their protocols, HR fails searches if the candidate pools are not representative of the campus community.

In the spring of 2022, HR and IDEAA partnered with a vendor who specializes in broadening the diversity of applicant pools via a range of group-targeted employment boards. These groups range from racial and gender to veteran status and ability. In addition to their own boards, the company partners with national organizations such as the Urban League and Council for Latino Workplace Equity (CLWE) to place information about the jobs. IDEAA and HR are working together to develop additional ways to increase the diversity of applicant pools.

The cultural engagement guide, referenced above, is also disseminated to newly-hired staff. The information listed for faculty is the same for staff.

**(d ) Administration**

The approaches presented in the “Non-faculty Positions” section are also used for administrative searches for both those searches performed “in-house” and those for which an external search firm is retained. Additionally, the College places advertisements in publications that target diverse job-seekers.

**Section 2: A description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.**

Beginning in 2015, the College formalized its equity work with the creation of the IDEs (Inclusion, Diversity, and Equity) office. In the Fall of 2020, IDEs was relaunched as IDEAA (Inclusive Diversity, Equity, Access, and Accountability). The work of IDEAA is done through innovative programming and the coordination of initiatives and resources. IDEAA focuses on implementing inclusive and equitable practices to achieve academic and/or professional success for all campus community members. IDEAA is a reflection of the College's commitment to providing an inclusively diverse campus community where all students, staff, and faculty can thrive.

IDEAA's mission is to lead campus-wide efforts to create and sustain policies, initiatives, and resources that ensure that the College is a welcoming, transformative, and empowering institution. To ensure that this goal is achieved, IDEAA has worked in partnership with several offices to review equity data. IDEAA is currently working on an accountability structure to provide feedback to faculty and staff on student related issues. The accountability matrix will include not just academic achievement, e.g. retention and graduation rates, but include climate information to further inform the work of IDEAA and the partnering offices.

The work of IDEAA spreads beyond data collection and analysis to programming and partnerships with student and staff/faculty organizations. The office has partnered with several student organizations to provide diverse programs for the College community. These programs include a documentary screening and writing workshop during Hispanic Heritage Month, performances to celebrate African American History Month, and support for Lavender Graduation, an event to recognize the accomplishments of LGBTQ graduates. Throughout COVID, IDEAA has been able to bring together BIPOC staff and faculty to provide them with opportunities to fellowship and find support amongst individuals that are similarly situated.

The IDEAA's work is informed by the National Association of Diversity Officers in Higher Education (NADOHE) "Framework for Advancing Anti-Racism on Campus" (2021). NADOHE's framework outlines ten (10) priority areas that each campus needs to review in an equitable manner to address the legacies of racism that remain in their systems. To address these priority areas, IDEAA employs the Shared Equity Leadership (SEL) model developed by the American Council on Education (ACE). SEL moves equity work from one person's responsibility to everyone's responsibility and multiple campus stakeholders collectively share leadership for equity. This process makes equity an ingrained part of campus culture instead of an additional program or process.



**Section 3: A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). Please do not include actual data; include only a description of the data or metrics. This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion and equity gaps.**

As part of its equity work, St. Mary's College of Maryland embarked on several initiatives to intentionally review the effectiveness of the equity and access programs it has implemented.

The IDEAA Division is currently in the process of an equity audit of policies, procedures and data. Launched in summer 2021, IDEAA has led a policy equity work group of staff, students and faculty members to review all the policies and procedures through an equity lens. The work group gathers and reviews all College policies to identify, and makes recommendations to address any discriminatory or inequitable effects. In addition, the work group must determine whether additional policies are needed to promote a more equitable living, learning, and working environment.

In addition to auditing the policies and procedures for their equitable impacts, IDEAA is reviewing data that affect equity for staff and students. For students, student success measures such as retention rates, graduation rates, and time to degree are disaggregated by race, gender, first-generation status, and low-income status. Academic milestones that are known to impact retention and graduation (such as attempted credits in the first semester, earned credits in the first year, and completion of a college math course in the first year) are also monitored for the same sub-populations of students. Added to these markers, IDEAA has worked with partnering units to look at disaggregated class and department data to identify areas of success and improvement. Identification of equity gaps assists in driving the design of programming and interventions to support students and maximize their success. These conversations have led to changes in the way gateway classes are taught and, in some instances, modifications to course structure/classroom policies.

**Section 4: A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.**

In addition to surveys and meeting directly with various student groups, the College has established two student groups to inform its diversity policies and work. The first group is the Affinity Leadership Council (ALC). The ALC is composed of the leadership of the different affinity groups, e.g. Black Student Union (BSU), Asian Pacific American Club (APAC), St. Mary's Triangle and Rainbow Society (STARS), etc., on campus. These students come together once a month to meet and discuss the different issues that members of their groups are facing, support one another in programming efforts, and work on ways to address the different issues that they are facing. To ensure a shared leadership approach, the group is convened by the IDEAA senior student intern. With a peer convening the group, students speak more freely. The information shared during these meetings is summarized and shared with the Chief Diversity Officer, a member of the rest of the IDEAA staff. These sessions have proven to be invaluable in addressing student concerns and in enhancing the College's diversity training.

The second student group that assists in directing diversity and inclusion on the campus is the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Student Services Advisory Committee whose charge is to establish programs and services for the LGBTQ student community at St. Mary's College of Maryland. The goals of the committee are to promote the safety and success of students and to facilitate and support a collaborative approach to establishing programs and services for LGBTQ students. The committee meets on a monthly basis and provides guidance on the issues that affect this community, and works directly with the leadership of Student Affairs in addressing identified issues. The membership is composed of students, staff, faculty and administration.

In addition to these two and other active ways of discussing DEI policies and providing student voices, the IDEAA unit, in close collaboration with leadership in Student Affairs, has enhanced the bias reporting and support program. This initiative has increased training for specific units, generated media awareness campaigns, and other activities to create a more positive college community.

## Appendix

### **Cultural Diversity Plan St. Mary's College of Maryland Academic Year 2021-2022**

Inclusive Diversity at St. Mary's College of Maryland (SMCM) is a foundational tenet of the overall institutional mission. Our work is marked by our intention to “foster... a community dedicated to honesty, civility, and integrity” as stated in the SMCM mission statement. In Fall 2020, the Office of Inclusive Diversity and Equity (IDE) was reimagined as the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA), reflecting a broadened scope of responsibility and renewed commitment to equity and diversity while also holding our community accountable for our efforts. IDEAA is committed to engaging the entire campus with a robust slate of activities aimed at program design, curriculum reform, alumni engagement, policy creation and general campus climate reform. Additionally, promoting and embracing cultural diversity and cultural competence among SMCM constituents is essential to the success of the institution as the nation's public honors college; hence, inclusion, diversity, equity, accountability and access are prominent themes that recur throughout the College's last [Strategic Plan](#).

During the 2021-22 academic year, as we emerge from the COVID-19 pandemic, SMCM will reinvigorate our strategic planning efforts with the goal of crafting a new multi-year plan to begin in Fall 2022. In the meantime, the IDE-related objectives in the current Strategic Plan will serve as the foundation of College's Cultural Diversity Plan, which is as follows:

- **Goal 1:** *Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.* This will be partially accomplished through increasing diversity among the student body (Objective 1); diversifying course offerings related to wellness, diversity, leadership, and financial literacy (Objective 2); and enhancing the academic and social integration of students in the campus environment (Objective 3).
- **Goal 2:** *Engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location.* This will be partially accomplished by promoting a community and academic environment that embodies the principles of diversity and inclusion on which we were founded (Objective 4). In doing so, the campus will create a system for developing additional academic opportunities/offerings and a long-term plan for institution-wide IDE efforts. In particular, IDEAA will focus on collaborating with other campus units to offer workshops, outreach, and communications in response to local, state, national, or world events.
- **Goal 3:** *Attract and retain a diverse staff and faculty who achieve excellence across the liberal arts in the teaching, scholarship, creative works, and practice of their disciplines.* Toward this end, SMCM will increase its efforts to recruit/hire a diverse employee population (Objective 1) along with expanding efforts to create an inclusive environment that values and optimizes the strengths of a diverse workplace while supporting employees' professional excellence, personal well-being, and ability to thrive on campus (Objective 2).

- **Goal 4:** *Graduate prepared, responsible, and thoughtful global citizens.* To accomplish this, SMCM will promote inclusion, diversity, and equity (via increased IDE initiatives and professional development opportunities) to engage students in (and assist employees in working with each other and students while) challenging and abating injustice consistent with the St. Mary's Way (Objectives 3 and 4).
- Increase the four-year graduation rate for underrepresented (racial/ethnic minority and first-generation college) students. Note: Although this objective is not explicitly listed in the Strategic Plan, SMCM is committed to supporting efforts aimed at enhancing retention and graduation rates of these student populations. In particular, IDEAA will review existing data, develop evaluation processes, and establish metrics to assess progress on this goal.

## Cultural Diversity Plan

### St. Mary's College of Maryland

### Academic Year 2022-2023

Inclusive Diversity at St. Mary's College of Maryland (SMCM) is a foundational tenet of the overall institutional mission. Our work is marked by our intention to “foster... a community dedicated to honesty, civility, and integrity” as stated in the SMCM mission statement. In Fall 2020, the Office of Inclusive Diversity and Equity (IDE) was reimagined as the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA), reflecting a broadened scope of responsibility and renewed commitment to equity and diversity while also holding our community accountable for our efforts. IDEAA is committed to engaging the entire campus with a robust slate of activities aimed at program design, curriculum reform, alumni engagement, policy creation and general campus climate reform. Additionally, promoting and embracing cultural diversity and cultural competence among SMCM constituents is essential to the success of the institution as the nation's public honors college; hence, inclusion, diversity, equity, accountability and access are prominent themes that recur throughout the College's last [Strategic Plan](#).

Although strategic planning was delayed during 2021-22 to focus on other priorities, including academic restructuring, SMCM is committed to developing a new multi-year strategic plan throughout the 2022-23 academic year. In the meantime, the IDE-related objectives in the previous Strategic Plan will serve as the foundation of College's Cultural Diversity Plan, which is as follows:

- **Goal 1:** *Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.* This will be partially accomplished through increasing diversity among the student body (Objective 1); diversifying course offerings related to wellness, diversity, leadership, and financial literacy (Objective 2); and enhancing the academic and social integration of students in the campus environment (Objective 3).
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**BOARD OF TRUSTEES  
CAMPUS LIFE COMMITTEE**

**MINUTES**

**Date of Meeting:** February 4, 2022

**Status of Minutes:** Approved March 17, 2022

**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.

**Committee Members Absent:** None

**Staff Members:** Jerri Howland, Kelsey Bush '94

**Others Present:** Carlos Alcazar, Betsy Barreto, Peter Bruns, Donny Bryan '73, Jeff Byrd, Sarah Cannavo, Paula Collins, Carolyn Curry, Valarie Dieudonne, Michael Dunn, Katie Gantz, Elizabeth Graves '95, Gail Harmon, David Hautanen, Melanie Hilley '92, Sven Holmes, Kristina Howansky, Lawrence Leak '76, Doug Mayer, Paul Pusecker, Greg Shedd, Sherrer Shanen, Jenny Sivak, Ray Wernecke, John Wobensmith '93, Anna Yates, Derek Young '02

**Executive Summary**

Committee Chair Danielle Troyan '92 called the meeting to order at 10:14a.m. Attendees participated both in-person and via videoconference.

**Discussion Items**

Vice President for Student Affairs Report

The fall semester focused on the physical and mental health needs of students. Addressing concerns that were raised by LGBTQ students regarding living conditions in the Prince George residence hall, as well as choosing a better name for the hall. The name selected for the residence is Open and Inclusive Housing. There were also concerns regarding the living conditions, all of which are currently being addressed and updated. The Chosen Name form for students requesting to use a chosen first name on campus is currently a manual process. The current ERP system does not have the capability to default to a chosen first name. Once the new ERP system is in place the chosen first name will be automatically uploaded.

The Wellness Center (WC) carried the brunt of Covid testing with clinics five days a week for regular mandated testing and on-demand testing. The fall semester began with staffing challenges but the spring semester began with the WC fully staffed. The WC provided MySSP (a student support service with professionally trained counselors). A resource funded by SGA for one year.

The Center for Career and Professional Development (CCPD) had two main goals for this academic year: 1) hire staff and 2) update and redesign the Pathway Core courses. CCPD is

beginning the spring semester fully staffed with energetic, talented and creative individuals. A Career Expo is tentatively planned for March 30, 2022 where area employers will be invited to participate and partner on internships/externships opportunities.

#### Student Trustee Report

Joshua Ajanaku '22 achieved his goals of community service, service leadership and transparency. He has developed connections with students, faculty, and key administrators. He has learned more about the concern's students are facing, and has communicated the inner workings of the BOT to the SGA to promote transparency and understanding. He continues to build a professional relationship with the current SGA President, Erin Lanham. Students were appreciative of the clear communication regarding changes in Covid-19 policies as the spring semester began. A revised student trustee position description will be presented as an action item at today's meeting.

#### **Information Items**

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

Report was included with materials.

#### Minutes

Approved minutes from Campus Life Committee meeting of October 15, 2021 were included in the materials.

#### **Action Items**

##### **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. Upon approval, the name change would be reflected within on-campus communication systems that do not require the use of legal names. Requests for use of a chosen name shall be limited to one request per academic year. A motion to approve the item was made by Committee Chair Danielle Troyan '92. The motion was seconded and the action was approved unanimously.

##### **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. Dr. Jordan suggested removing the Selection Process as part of the action. A motion to approve the item as modified was made by Committee Chair Danielle Troyan '92. The motion was seconded and the action was approved unanimously.

The meeting adjourned at 10:50 a.m.