



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE**

REPORT SUMMARY

Date of Meeting: May 12, 2023

Date of Next Meeting: October 13, 2023

Committee Chair: Danielle Troyan '92

Committee Members: Nick Abrams '99, Carlos Alcazar, John Bell '95, Alice Bonner '03, Peg Duchesne '77, Jesse Price '92, Brayan Ruiz Lopez '24, President Tuajuanda Jordan, Board Chair Susan Dyer

Staff Members: Jerri Howland and Dereck Rovaris

Dashboard Metrics

N/A

Executive Summary

Discussion Items

Vice President for Student Affairs/Dean of Students Report

Dr. Howland will present summary highlights of her student affairs report.

Inclusive Diversity and Equity Update

Dr. Rovaris will present summary highlights of his report and present a change to the Title IX policy.

Student Trustee Report

Brayan Ruiz Lopez '24 will present summary highlights of his Student Trustee Report.

Information Items

Minutes from February 3, 2023 meeting.

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

II.A. Approval of the 2023 Cultural Diversity Report



**CAMPUS LIFE COMMITTEE
MEETING OF MAY 12, 2023**

**OPEN SESSION
AGENDA**

I. DISCUSSION ITEMS

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

II. ACTION ITEMS

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

III. INFORMATION ITEMS

- A. Approved minutes from February 3, 2023
- B. Maryland Higher Education Commission Cultural Diversity Report
- C. Updated Title IX policies

IV. MOTION TO CLOSE MEETING

- A. Vote to close meeting in compliance with Title 10, Subtitle 3 of the General Provisions Article

A portion of this meeting will be held in closed session.



BOARD OF TRUSTEES CAMPUS LIFE COMMITTEE

MINUTES

Date of Meeting: February 3, 2023

Status of Minutes: 4/25/2023

Campus Life Committee Members Present: **Committee Chair** Danielle Troyan '92, Nick Abrams '99, Student Trustee Brayan Ruiz-Lopez '24, John Bell '95, Alice Bonner '03, Peg Duchesne '77, Board Chair Susan Lawrence Dyer, President Tuajuanda Jordan, Kristina Howansky, Greg Shedd

Staff Member: Jerri Howland and Dereck Rovaris

Others Present: Betsy Barreto, Peter Bruns, Paula Collins, Carolyn Curry, Aaron Tomarchio, Michael Dunn, Judith Fillius '79, Katie Gantz, Elizabeth Graves '95, David Hautanen, Sven Holmes, Mary Broadwater, Doug Mayer '04, Paul Pusecker, Shanen Sherrer, John Wobensmith '93, Cindy Greb, Larry Leak '76, Brad Newkirk, Meg Druzgala, David Taylor, Ray Wernecke, Donny Bryan '73, Anirban Basu, Melanie Hilley '92, Jennifer Falkowski, Isabella Woel-Popovich '24, Melisa Golowski

Executive Summary

Campus Life Committee Chair Danielle Troyan called the meeting to order at 4:02 p.m.

Discussion Items

Vice President for Equity and Strategic Initiatives

Dr. Rovaris reported that the IDEAA office has been engaged in discussions with affinity groups on campus, noting that a new group, students with disabilities, is forming. Gathering spaces for the groups was also discussed and found that there are not enough gathering spaces and what is available is insufficient. Dr. Rovaris will work with Facilities on identifying existing spaces that can be repurposed for gathering spaces for the individual affinity groups.

The Policy Equity Review Committee (PERC) is in the process of reviewing all campus policies to determine if they are equitable and fair. Thus far, the committee has reviewed 160 out of over 300 policies. Out of the 160 policies, most have been equitable and fair; those that are not will need to be addressed. VP's will be responsible for reviewing the policies in their units. Both the Faculty and Staff Senate will help with the review process in the area's that impact the staff and faculty. Standardized evaluation forms will be used to ensure that all policies are evaluated equally. Each area will send their report and recommendations to the Policy Equity Review Committee.

Title IX complaints are down 67% from last year. We contribute this to educating the campus community on what constitutes a Title IX complaint.

The DeSousa-Brent Scholars program continues to progress towards 1) meeting the State-legislated graduation metrics as well as 2) fulfilling its leadership mission with many of the scholars serving in significant student leadership roles.

The Office of Accessibility Services (OAS) completed an accessibility audit in October finding a number of buildings and areas on the campus not accessible. Some of the fixes are minor while others are more complex. OAS will be working with the Physical Plant to address the issues.

Student Trustee

Students are reporting the need for more mental health resources in the Health Center. The Peer Health Educators have been a great help but students would like more professional help to be available.

The new matrix was a challenge for many students last semester, but they had trouble articulating what the issue was. Having worked with the matrix for one semester, students seem to understand it better and are more accepting of it. Students love the new spaces especially the Learning Commons, which they would like to have open for more hours. Several students have reached out about a policy that prohibits them from congregating outside and playing music in the evening. They are asking that this policy be reconsidered.

Student Trustee Ruiz-Lopez noted that students on this campus come from very different backgrounds and that the college shines at making students feel welcome and nurtured.

Vice President for Student Affairs

Dr. Howland reported there is an increase in student engagement on campus. Students are engaged in more outside activities and socializing and would like to see spaces for beach volleyball, miniature golf, or a ropes course. With the increased programming on Friday and Saturday nights, students are remaining on campus, which increases their sense of belonging. A Board member raised the question of bringing back a campus pub. Dr. Howland said there doesn't appear to be a large interest among students to bring a pub to campus.

The Wellness Center launched the Peer Health Educator (PHE) program this spring semester. There are 11 PHEs that have gone through intensive training to become certified in Mental Health First Aid and Certified Peer Educators. PHEs have hit the ground running with programming this spring that includes Safety Day, CPR training, Heart Health Awareness, and Sex Health Awareness. The JED Campus initiative is launching a survey in February, Healthy Minds Study (HMS). The HMS survey will provide baseline data on our students' wellness needs.

The Center for Career and Professional Development (CCPD) implemented new criteria last academic year for "Internship" qualification. To qualify as an internship each position must meet the requirements as defined by the National Association of Colleges and employers (NACE). The

participation of alumni in the programs and services offered by CCPD is significant. Of the 250 students participating in mentors, 97% of the mentors are alumni.

The open session adjourned at 4:50 p.m. to enter into closed session.

2023 Cultural Diversity Report

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

INTRODUCTION

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

Section 1: SMCM focuses on serving a diverse student and employee population through infusing inclusion, diversity, and equity into all aspects of SMCM. The diversity and inclusion related objectives in the plan follows along with a timeline and suggested funding sources. To have meaningful and impactful results, IDEAA must establish a presence in every office, program, and function at the institution. DEI can no longer be viewed as an "office" within the institution, but rather a conscious thought/consideration in every task we do. Support for diversity and inclusion must be fully embraced by all members of the College. Training for all, programming that represents every constituency, and institutional support for these areas will clearly demonstrate St. Mary's College of Maryland's commitment to cultural diversity.

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

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

Goal 3: Build a sustainable, vibrant and diverse student body that exemplifies an inclusive institution: This will be done by attracting and retaining a diverse student body who achieve excellence across the liberal arts in a variety of disciplines. This will be partially accomplished by promoting a community and academic environment that embodies the principles of diversity and

2023 Cultural Diversity Report

inclusion and reflects the increasing racial/ethnic demographic diversity of the state of Maryland. SMCM also will increase its efforts to recruit diverse students beyond the state borders. We will expand efforts to create an inclusive environment that values and optimizes the strengths of a diverse campus and as a result will help everyone thrive. The College will make the current Policy Equity Review Committee (PERC) a permanent free-standing committee. PERC will ensure campus policies and procedures are equitable through a systematic and ongoing review process and it will catalog all public facing policies in a consistent and reliable website.

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

Campus Statement of the Process for Reporting Hate-Based Crimes

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

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

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

Section 2: Description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty

The College has continued working to create opportunities and enhance the recruitment, retention, and support of diverse student, staff and faculty populations. Through these actions, SMCM is working toward ensuring that the campus is inclusively diverse and supportive.

2023 Cultural Diversity Report

(a) Students

DeSousa-Brent Scholars Program

The DeSousa-Brent Scholars Program (DB) continues to strive to meet the State-legislated graduation metrics defined in the grant requirements. The previous 10 months has witnessed a change in program leadership with the goal to better achieve the state metrics. Our current first-year cohort (2022) is made up of 61 first-year students, the largest incoming group of DB scholars to date. This aberration was the result of the late addition of students from the DC-CAP (see below). The current retention rate for the 2022 cohort (first-to-second semester) is 94.9 % with encouraging trends beginning to surface for all DB scholars.

D.C. College Access Program (DC-CAP)

The College entered Memoranda of Understanding with DC-CAP and Dream.org to bring students to SMCM. The Fall of 2022 welcomed the initial DC-CAP cohort (six students). These students are required to participate in the DeSousa-Brent Program. The transition for half of the group has been fairly successful as several of the students have become quite engaged in leadership roles on campus. A couple of the students have struggled with the remote/rural nature of the College and furthermore have not done as well academically. All of these students have been afforded mentoring and constant guidance and advice.

Sum Primus

The first-generation student-focused program, *Sum primus* (Latin for “I am first”) has been transformed into a four-year program. 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. Eight students were welcomed with a brief residential program prior to the start of the Fall semester. Three of the eight students also joined the DB program. All students have received mentoring and additional guidance and support.

National Hispanic Institute

In July of 2022, the College hosted the National Hispanic Institute with its 250 high school students from the US, Central America, and South America for their inaugural visit to St. Mary’s College. This week-long youth leadership experience featured legislative sessions and skill building. Featured during their visit was a college fair as well as opportunities to fully explore the SMCM campus. As a result of a successful experience, the program will be returning to the College this summer.

Table 1. Characteristics of entering students, Fall 2017 through Fall 2022

	FA17	FA18	FA19	FA20	FA21	FA22
Entering first year class who identify as historically underrepresented racial groups (Goal: 33%)	27%	25%	33%	31%	30%	31%
Entering first year class from first-generation households (Goal: 20%)	25%	21%	23%	25%	21%	25%

2023 Cultural Diversity Report

Entering first year class receiving Pell Grants (Goal: 20%)	20%	17%	22%	23%	18%	19%
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(b) Staff and Faculty

Ross Fellow Program

In fall 2022, we began the second and final year of our Cluster Hire initiative, a coordinated effort by Academic Affairs to center diversity and inclusivity in all parts of our educational practice. Known as the Ross Fellows, four new fellows were recruited in AY22 to join two Ross Fellows hired last year. Together, these scholars are united by expertise and experience in their pedagogical practice designed to improve the educational outcomes of underrepresented students as well as educate all students on the necessity for inclusive excellence. As of March 2023, the full cohort of Ross Fellows has been successfully hired across six different departments. The Cluster Hire Initiative/Ross Fellows Program is an institutional project with campus-wide backing that aligns with the Mission, Vision, Core Values, and Goals of St. Mary's College of Maryland.

HR Recruitment Efforts

SMCM has contracted with an external vendor, Professional Diversity Network (PDN), to assist in the recruitment of candidates from historically underrepresented communities via targeted job boards/recruitment sites. Unfortunately, the vendor's application tracking software was not compatible with the College's recruitment software (Interfolio) and statistical data on effectiveness is unavailable. As a result, the College did not renew that contract and is currently researching more suitable recruitment options to attract candidates from these targeted groups. These options also include job placement ads in recognized diversity journals and with diverse academic organizations.

Table 2. Characteristics of Full-time Faculty and Staff, Fall 2017 through Fall 2022

	FA17	FA18	FA19	FA20	FA21	FA22
Percent of all full-time tenured or tenure-track faculty who identify as historically underrepresented racial groups (Goal: 33%)	17%	16%	14%	15%	18%	19%
Percent of newly hired full-time tenure-track faculty who identify as historically underrepresented racial groups (Goal: 33%)	43%	0%	0%	—	57%	33%
Percent of all full-time staff who identify as historically underrepresented racial groups (Goal: 33%)	27%	29%	27%	27%	30%	27%

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Section 3: Efforts designed to create positive interactions and cultural awareness among students, staff, and faculty.

International Education and Study Abroad

Study Abroad opportunities have been underutilized, especially by first generation and Pell Grant students. IDEAA is partnering with the Office of International Education to break down misconceptions and misgivings by these students about such opportunities. The DeSousa-Brent students will be particularly encouraged to participate, as will others.

Awareness Month Programming

The Multicultural Programming Office and various units across campus hosted awareness month programming to celebrate the various diverse identities of St. Mary's College of Maryland. During Latin American Heritage Month, the Center for the Study of Democracy hosted Maria Hinojosa for the Inaugural Gwen Ifill Lecture. LGBTQ Student Services hosted a Coming Out Day and Trans Day of Visibility. In January, the Asian Pacific/Pacific-Islander American Culture Club organized a Lunar New Year Celebration.

In February, a new Coordinator of Multicultural IDEAA Programming was hired, which immediately increased the breadth and depth of awareness programming. Black History Month programming included a Kick-off, Step Afrika! and Black History Month Trivia at a Basketball game. Women's History Month featured a Mix the Movement Painting event, a keynote speaker who addressed Roe v. Wade and a women's shelter supply drive.

Cultural Celebrations and Performances

The IDEAA Division has supported/sponsored a wide variety of cultural events aimed at broadening perspectives, entertaining, and educating. Recent events include the Descendant Panel Discussion (Historic Sotterley and Center for the Study of Democracy), Step Afrika!, Language Fest, Commemorative Panel Discussion (SCUP), MLK Prayer Breakfast,

Staff and Faculty of Color Luncheon

Hosted in the spring of each year, the staff and faculty of color luncheon is designed to build community, support networks, and create belonging. The luncheon is one of the most popular events among historically underrepresented and/or marginalized staff and has proven to be an effective tool in creating community.

Get Inclusive

SMCM launched the Get Inclusive virtual platform during the summer of 2022 with an aim to provide diversity, Title IX and wellness training for faculty, staff and students. As of April 19, 2023, 412 first year students (86%) completed the Voices for Change Comprehensive Curriculum, which includes a module on Identities and Inclusion. Twenty-three faculty and staff members (5%) completed Diversity, Equity and Inclusion for the Workplace: all remaining employees will be assigned this training program during the summer of 2023.

Collaborations

In an effort to embed DEI principles and practices into all areas of the college, IDEAA staff have sought out collaborative opportunities throughout the institution. This includes having a diversity representative assigned to DEI Committees in Athletics, Faculty Senate, Staff Senate, Student Government Association, and the Programs Board. IDEAA works in conjunction with a host of

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student service units including Career Services, Student Success Services, the Wellness Center, and more. Further collaborative programming also exists with all of the Vice Presidents and their respective units.

LEAD Curriculum

SMCM's [LEAD Curriculum](#) was implemented in Fall 2020, the first revision to our general education curriculum in 13 years. LEAD includes two requirements that are key to enhancing cultural diversity as a component of the educational experience. One of these is coursework in International Languages and Cultures — a subject taught at St. Mary's College in such a way as to embed language study in a study of culture. This requirement has been expanded under LEAD, in that students now complete a language course to at least the second semester level (e.g., 102) or beyond. This ensures that students' experience with the language is developed enough to provide the intercultural experience that the requirement is meant to support. The second requirement is now called "Cultural Literacy". Like the previous Cultural Perspectives requirement, this new category includes classes designed to help students better recognize the ways their own culture shapes their thinking and the ways in which culture more generally shapes an individual's world view. The revised category, however, makes more explicit how such differences are connected to socioeconomic and other forms of inequality. Such courses might examine theories of race and ethnicity or investigate diverse issues related to immigration or globalization.

Section 4: Description of emerging populations that are currently underrepresented in higher ed (not traditionally underrepresented):

In Fall 2022, SMCM witnessed a solid number of first year, first-generation students, that is, students for whom neither parent earned a bachelor's degree. Twenty-five percent of the incoming first year class were first-generation. As such programs like Landers Scholars, Sum Primus and DeSousa Brent will see more applicants. Additionally, support services of a variety of types will have to address the unique needs of this population. The number of students receiving accommodations has increased, which includes students with physical disabilities and neurological/mental disabilities. The former group has become quite outspoken in their desire to make sure that the campus has the proper accessible accommodations for their navigation of the campus. As a campus with a number of older facilities, this has been a challenge to fully address, but following a detailed audit of existing facilities, improvements were made where necessary and possible. Address of additional deficiencies is ongoing. The latter group has grown significantly with a large increase in the number of students identifying as neurodivergent. Accommodations for these students are made on an individual basis through the Office of Accessibility Services. However, the small staff in this office makes it a real challenge to address all accommodations in a timely manner.

Section 5: Description of other initiatives that are central to the cultural diversity plan not captured in section 2, 3, and 4.

Policy Equity Review Committee (PERC)

The PERC was established in 2021 in support of the College's commitment to diversity, access, and affordability, as stated in the College's mission statement. The committee of eight (8) members consists of students, staff, faculty, and administration and is charged with gathering/reviewing all College policies to identify and make recommendations to address any discriminatory or inequitable policies or procedures. To date, the PERC has reviewed over 271

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policies and identified 70 policies requiring further review, edits, or rewrites to address equity policy or policy language.

Higher Education Data Sharing (HEDS) Diversity and Equity Campus Climate Survey

The College joined the HEDS consortium in fall of 2022 and began collaborating on a climate survey focused on reviewing the perceptions of students, staff, and faculty in regards to how SMCM supports diversity and equity, as well as experiences with discrimination and harassment at the institution. Over 50% of the campus community participated in the survey. Survey responses/data is currently being analyzed and the results will be used to inform and improve support, policies, and practices at SMCM for all who attend, work, or visit the campus.

MHEC Hunger-Free Campus Grant and initiatives

In September 2022 the College was awarded an MHEC Hunger-Free Campus Grant to address and combat food insecurity on campus. A Hunger Task Force has been created consisting of members from the Office of Student Financial Assistance, IDEAA, Student Activities, and the Wellness Center. Results of the grant include increased free food options, education about healthy eating on a budget, community resources to assist with hunger, and other resources to ensure a hunger-free campus. As part of the grant and as a need to provide a more suitable location, the pantry will be relocated and rebranded later this semester. These changes align with a stated objective of addressing more students in need and better educating the entire campus community of available resources

Bias Prevention and Support

The Bias Prevention and Support Team (“The Team”) is a group that engages in a prompt, consistent, and sensitive process to respond to bias-related incidents. Bias-related incidents are acts that demonstrate bias on the basis of race, color, religion, sex, national origin, gender identity or expression, sexual orientation, ethnicity, age, marital status, physical or mental disability, protected veteran status, or any other characteristic protected by law.

The 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 reviewed 32 reports from September 1, 2022 to April 19, 2023.

CONCLUSION

St. Mary’s College of Maryland remains committed to the pursuit of an inclusively diverse and equitable campus community, which aligns with best practices in higher education. Our mission is to ensure that underrepresented students have full access to the SMCM liberal arts, honors college experience. This includes supporting students, faculty, and staff with unique needs so that they can be successful. SMCM recognizes that promoting cultural diversity is essential to the mission of the institution and to its long-term sustainability. President Jordan is firmly committed to improving SMCM’s ability to recruit, retain and enhance the success of a diverse student and employee population. Toward that end, SMCM has implemented new approaches and programs to recruit and retain historically underrepresented and/or marginalized students, faculty, and staff, resulting in increased diversification in all three populations. SMCM will continue to explore ways to ensure inclusion and diversity are infused throughout all aspects of the academic, co-curricular, and occupational experiences for all who engage the College.

**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
MAY 12, 2023**

VICE PRESIDENT FOR STUDENT AFFAIRS

Vice President for Student Affairs

Student Affairs launched two projects this spring: the JED Campus Program and planning for a new security model for Public Safety. Each department in Student Affairs is focused on providing services to meet students' personal and psychosocial needs and relevant programming to meet their social needs. The departmental summaries are detailed below for Athletics; Counseling and Psychological Services (CAPS); Center for Career and Professional Development (CCPD); Community Affairs; Health Services; and Student Life.

JED

The Jed Foundation (JED) is a national organization that works to protect emotional health and prevent suicide for young adults. We are a part of the 4-year JED Campus program which includes:

- JED Campus Team internal assessment (Months 1-5)
- In-person JED consultation; representatives visit to review and provide feedback (Months 5-7)
- Implementation of strategic plan (Months 7-17)
- Campus continues into the four-year program (Months 17-18)

Jessica Jolly, Director of CAPS, and Elizabeth "Libby" Williams, Faculty Senate President, are the two co-chairs of our JED task force team. We launched the Healthy Minds Study (HMS) out of the University of Michigan that looks at the connection between the mental health of young adults and their physical health, health behaviors, and social, education, and economic outcomes. The HMS ended two weeks ago with a 12.78% (179 responses) response rate and the data, which will serve as our campus baseline assessment, is being analyzed. St. Mary's College will also be compared to the other institutions administering the study in AY 23-24. We will receive deliverables from HMS this summer (two final reports, economic case memo and data interface information). We will host a JED campus visit with Jeni Willenzik, JED campus Advisor, and John Dunkle, subject matter expert on May 3 – 4, 2023. Prior to the campus visit was a virtual student focus group on mental health/wellness on Thursday, April 27, 2023.

Public Safety

The first step in transitioning to the new security model is to hire a new director for Public Safety. We collaborated with the former sheriff of St. Mary's County Sheriff's Office Sheriff Tim Cameron on the job description for Public Safety director. A search committee was formed with two student representatives, two faculty representatives, and two staff representatives to provide a diverse committee reflective of the campus. Dr. Dereck Rovaris, Vice President for Equity and Strategic Initiatives is serving as chair the search committee. The search committee is preparing for first-round interviews within the next two weeks. We anticipate the search to be completed this summer.

The second step is drafting a request for proposals (RFP) to potentially hire a security firm to provide temporary armed special police officers (SPOs) to work alongside our public safety officers (PSOs) this fall as a stop-gap measure should the new director not be able to train/hire our own SPOs before the start of the fall term. We will ensure the respondents to the RFP include how SPOs will be selected and trained. Additionally, we will make sure that the temporary SPOs understand our campus culture, honor our commitment to diversity and inclusion, and become familiar with our campus policies and procedures prior to the arrival of our campus community members in late August.

Athletics

Winter and Spring athletics teams had great seasons. Women's Basketball completed a banner year sweeping all major United East conference awards: Coach of the Year – Brittney Keeney (2nd year at SMCM); Rookie of the Year – Sam Blaylock; Player of the Year – Karon Williams; and Karon Williams also earned first ever SMCM All-Region honors. In Men's Swimming, Luke Schwenk earned Atlantic East swimmer of the year honors and was the first male swimmer in SMCM history to qualify for the NCAA championships. And Men's and Women's tennis both won their second consecutive United East regular season titles.

The Student Athletes Advisory Council (SAAC) conducted their 3rd straight year of mental health programming during D3 week this April. SAAC partnered with the Title IX office to support Sexual Violence Awareness Month. Each Spring team dedicated a game to raise awareness and tabling opportunities. A Call to Men programming earned participation from every male student-athlete and the entire Athletics staff.

Athletics Director Crystal Gibson partnered with Alumni Relations for the annual Spring-Break-A-Sweat and honored the 50th anniversary of men's lacrosse at the College. The event brought back over 200 alumni to campus. Athletics was awarded the NCAA Ethnic and Minority 2-year grant which will allow the department to hire an Assistant Director of Sports Information for New Media and Marketing.

CAPS

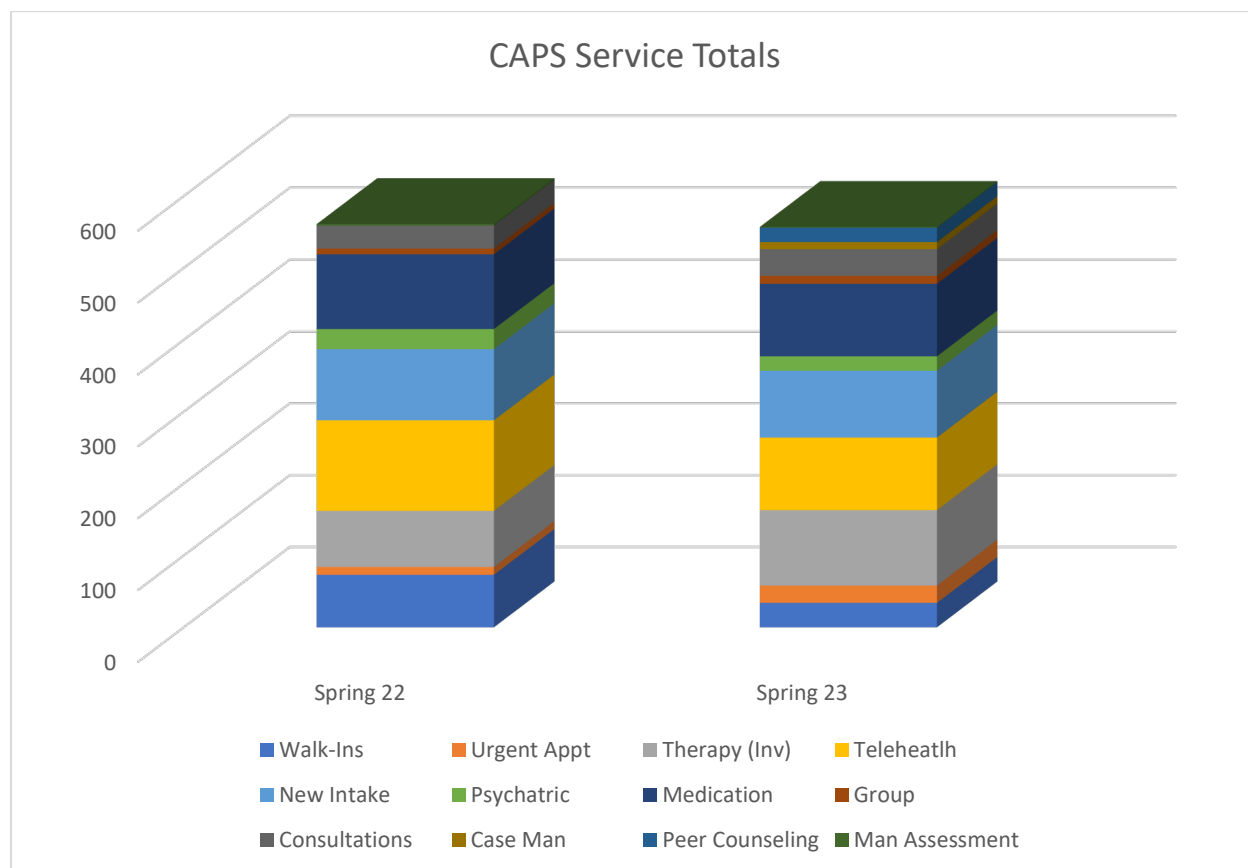
CAPS offers a variety of services to the campus community including, but not limited to, individual and group counseling, workshops, consultation, case management services and the Peer Health Educator program. This semester CAPS provided group programming that included an art therapy group focusing on relationships and informational sessions on mindfulness and stress reduction. CAPS also collaborated with other departments and provided informational sessions on topics such as anxiety and stress reduction to the Seahawk Academic Improvement & Learning Strategies (SAILS) class sponsored by Office of Student Success Services (OS3). CAPS participated in Safety Day, hosted by the Title IX office, which sought to inform students of campus resources. CAPS also partnered with the Office of Accessibility Services to offer the Advocate, Communicate, and Transition (ACT) support group. ACT is co-facilitated by both offices to provide a safe space for students with various disabilities to come together and discuss successes and challenges on and off-campus. ACT creates an environment where students can learn from peers but also gain resources from professionals.

The Peer Health Educator Program provided additional educational outreach activities on topics such as sexual health, coping activities for stress management, eating disorder awareness, sexual assault awareness, and substance abuse reduction activities. In total this semester, the Peer Health Educators led 12 events; collaborated with other on-campus departments to co-lead 10 additional ones; and provided 20 peer counseling sessions.

In addition to the on-campus services provided, CAPS collaborated with the St. Mary's Health Department on the St. Mary's Goes Purple Initiative to bring speaker Brandon Novak to campus for a talk on addiction and recovery. The event was attended by the SMCM community as well as the local community in Southern Maryland.

Support and referral services continue to be provided by CAPS to include the 24/7 campus help line, Protocall and Welltrack Connect, a referral system that links students to mental health providers off campus.

CAPS Service totals for the Spring 2023 semester consisted of 557 appointments as compared to 561 for Spring 2022.



Health Services

COVID-19

High quality, holistic healthcare is critical to a successful student experience. As we navigated into the third academic year of the COVID-19 pandemic, students were empowered in the fight against COVID-19 by staying current on boosters, masking to mitigate risk, and utilizing home test kits available in the residence halls. The Wellness Center webpage was updated to provide clear and concise information on the steps to take when ill and included helpful CDC links with interactive tools. No students utilized the designated isolation housing option on campus for the Spring semester. Most with symptoms went home if sick or managed their symptoms as they isolated in place. There were no hospitalizations of students reported due to COVID-19.

As the national public health response to COVID-19 officially downgrades beginning May 11, 2023, Health Services will continue offering medical appointments for rapid antigen testing on symptomatic individuals along with PCR testing through the choice of three commercial laboratories. While supplies last, COVID-19 test kits will be made available in all residence halls from the St. Mary's County Health Department. Collaboration with the Office of Student Success Services (OS3) continues for students needing assistance in conveying absenteeism to professors due to illness or injury. Health Services has seen a positive, proactive shift in students collaborating directly with OS3 and professors to remain caught up on their studies.

Students were asked to report their COVID-19 infections by visiting the Wellness Center webpage and the Maryland Department of Health COVIDLINK. Information submitted via the self-report Google form was kept confidential and made available to the St. Mary's County Health Department (SMCHD) upon request should the campus or surrounding community experience a surge in cases. There were no COVID-19 outbreaks this academic year reportable to the health department. Students reporting COVID-19 cases significantly dropped from 133 in the Fall to only 27 this Spring. All clinical cases of COVID-19 infections diagnosed in our clinic were reported to the Maryland Department of Health via the Simple Report system.

Health Services partnered with the St. Mary's County Health Department to provide a final COVID booster clinic this Spring, totaling 115 doses administered on-site and at no cost to students, faculty, and staff this academic year. We also secured KN95 masks, surgical masks, COVID-19 home test kits and glove procurement for our campus from SMCHD stockpiles.

MONKEYPOX

The healthcare team prepared our community for the emerging Monkeypox virus through education on our webpage and on-site testing for the illness. Health Services partnered with the St. Mary's County Health Department to provide 7 Monkeypox vaccinations on-site to students, faculty, and staff. There were no Monkeypox cases to report to the health department.

PROGRAMMING

A new initiative was piloted for no-cost HIV and Hepatitis C testing for students, faculty, and staff through the St. Mary's County Harm Reduction division. Two blood drives were held at DPC with

the American Red Cross. A “Heart Health Happy Hour” for the entire community was celebrated in our lobby to kick off a month-long initiative bringing attention to risk factors for cardiovascular disease. Students made specialty appointments with the Nurse Practitioner for healthy heart checkups. Health Services instituted a needle box exchange program along with a safe medication disposal station in our lobby.

NARCAN

To address the opioid epidemic, Health Services spearheaded an initiative for Narcan to be readily available throughout the College campus. Supplies (Emergency Opioid Boxes, NARCAN, CPR mask, gloves, and training materials) were provided by the St. Mary’s County Health Department. RHCs/RAs interested in learning more about NARCAN and the opioid crisis attended training with the Director of Health Services. Opioid Emergency Boxes have now been installed in the residence halls and individuals also were able to request training and NARCAN directly from the Director of Health Services. In moving forward with the project, additional Emergency Opioid Boxes will be installed in other designated buildings during the upcoming months.

REPRODUCTIVE HEALTHCARE SERVICES

Reproductive healthcare services on campus include medical appointments for STI testing and treatment, contraceptive care (including same-day ECP at no cost), hormone therapy injections, pregnancy testing, referrals, and education regarding high-risk behaviors. Barrier contraception is made available in the residence halls 24/7. Cases of communicable STI’s were reported to the Maryland Department of Health.

Health Services provided these additional programs as part of our campus community wellness initiative:

- NARCAN training for RA/RHCs and individuals
- Installation of Emergency Opioid Boxes in 12 residential areas
- COVID-19 bivalent booster vaccination clinic w/SMCHD
- “Heart Healthy Happy Hour” open house and “Healthy Heart” specialty clinic and appointments
- Red Cross blood drives
- Needle box exchange program
- Installed a safe medication disposal station in lobby
- Hep B/HIV testing on-site w/SMCHD Harm Reduction division
- Peer Health Educators (PHEs) hosted STI training by NP and “Sex Week” NP panelist

CCPD

The Professional Pathways courses are a key component of the College’s signature Learning through Experiential and Applied Discovery (LEAD) curriculum. These courses prepare students to successfully bridge from college to career. The Professional Pathways [learning outcomes](#) and curricula incorporate the career-readiness competencies identified by the National Association of Colleges and Employers (NACE).

In Spring 2023, the Professional Pathways team offered the following CORE-P courses:

		Fall 2022	Spring 2023	Fall 2023
CORE-P 101	Sections	21 <i>(including 6 CHEM)</i>	2	17 <i>(including 2 CHEM)</i>
	Students	410	17	TBD
CORE-P 102	Sections	1	20	0
	Students	16	369	--
CORE-P 201	Sections	13	11	16
	Students	202	141	248*

* As of 4/17/2023.

The Professional Pathways Team partnered with the Division of Academic Affairs and the Office of Student Success Services in a new initiative to better help prepare students for academic advising. CORE-P students learned how to best prepare for their academic advising appointments to help them reach their academic and professional goals. After this initiative was implemented, 67% of students (enrolled in CORE-P 101 & 102) reported that this information helped them prepare for their advising meeting, and 54% reported that they learned new information about advising.

The Professional Pathways team analyzed the pre- and post-course surveys completed by CORE-P 101 students in fall 2022. CORE-P students' confidence in their own skills and abilities relating to the course learning outcomes — including self-awareness, networking, resume-writing, and career planning — increased by a statistically significant amount between the pre- and post-course surveys. In general, these responses rose from approximately 50% to 75% across those questions.

Based on the open-ended responses, approximately 80% of students agreed that the course was helpful, specifically regarding the creation of their resumes; identification of academic interests and goals; and confidence in developing a career exploration plan. Nearly 45% of the students believed the resume building process was the most useful and helpful component of the course. Many students came into COREP 101 not feeling confident about their career/life skills and goals, but after the course students became significantly more confident about their abilities to be successful in the real world. We are in the process of analyzing pre- and post-course surveys for the spring 2023 CORE-P courses.

All the CORE-P 201 courses will address the semester theme of **Leadership**, which is one of the National Association of Colleges and Employers (NACE)'s eight career-readiness competencies. New CORE-P 201 courses include:

- *Government and Public Policy*, taught by alumnus Justin Fiore, Government Relations Manager at the Maryland Municipal League
- *International Project Management*, taught by Denis King, an expert with over 45 years' experience in the electric power industry.
- *Professional Writing* and *Environmental Justice*, both taught by Crystal Oliver, a senior lecturer of English and an adjunct professor of Music, who received the 2022 Jordan Teaching Exemplar Award and the 2022 Andy Kozak Faculty Contribution to Student Life Award
- *Building Strong Organizational Cultures*, taught by Chad Reed, former Vice Commander for the NAWCAD (Naval Air Warfare Center Aircraft Division) at PAX River Naval Base
- *Leadership Matters* and *Discover Navy Opportunities*, both taught by Leslie Taylor, former Vice Commander of the Naval Air Systems Command at Patuxent River

As of April 17, 2023, 248 students are enrolled in CORE-P 201, and 14 of 16 course sections are full.

Career Development

Throughout the semester, our career development team - Director of Career Development Geoffrey C. Lewis, Employer Relations and Events Coordinator Melissa Golowski and Internship Coordinator Taylor Flemming - successfully implemented initiatives that enhanced employer relations, events, and internship opportunities for our students. The team continued to expand access to and success of the Signature Honors Internship Program (SHIP).

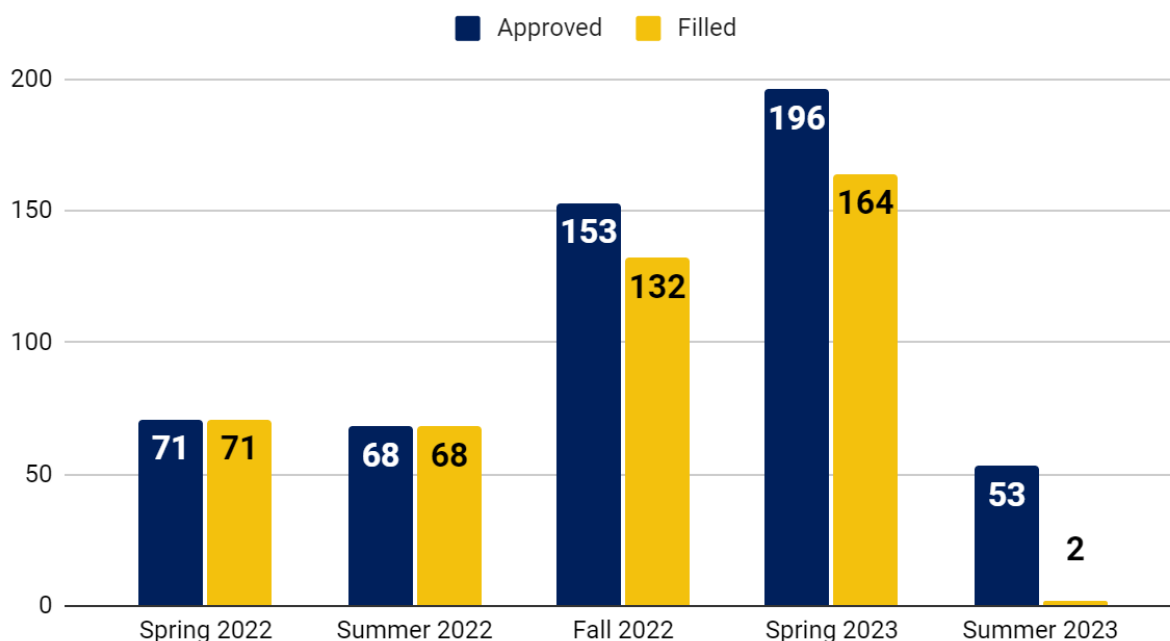
Internship Statistics as of April 18, 2023

	Spring 2023	Summer 2023
Internships opportunities approved	196	53
Internships filled (<i>SU23 in hiring stage</i>)	165	2
Federal Work-Study (FWS) eligible interns	41	0*
TheDream.US eligible interns	1**	TBD
The Patuxent Partnership SoMD 2030 Workforce Development	N/A	5
Off-campus Internships (Funded By Other Sources) reported	20	3

*FWS funding cannot be used during breaks

**8 current students qualify to apply; only one is pursuing an internship in Spring 2023.

SHIP Funded Internships by Semester



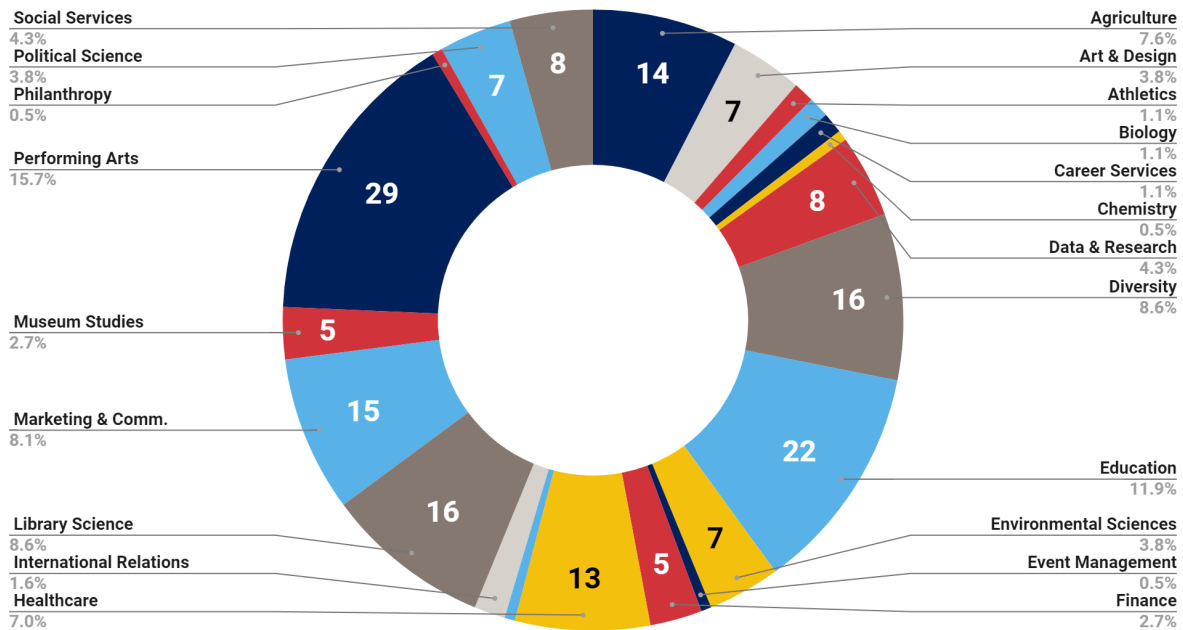
Summer 2023 internship requests were approved April 14, 2023, and are in the recruitment stage.

Past approved internships have been unfilled for two reasons:

- 1. Internship supervisor decided not to fill the internship, typically because they already had enough manpower.*
- 2. Internship supervisor posted their position too early or too late, not garnering student attention and applications.*

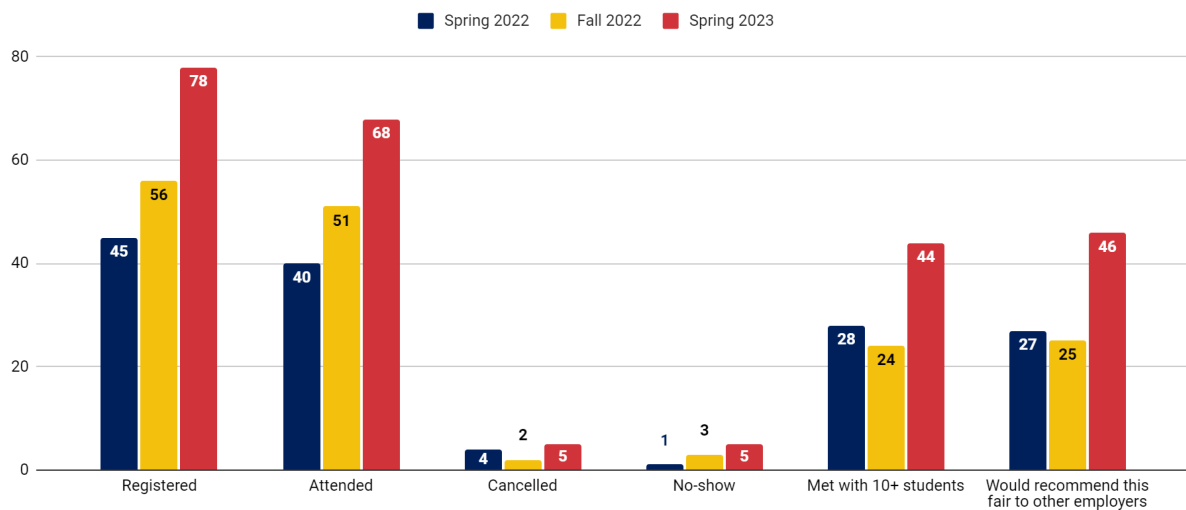
Spring 2023 Filled Internships by Field (total count: 185*)

*Note: Total internship count includes 165 funded on-campus and 20 unfunded off-campus

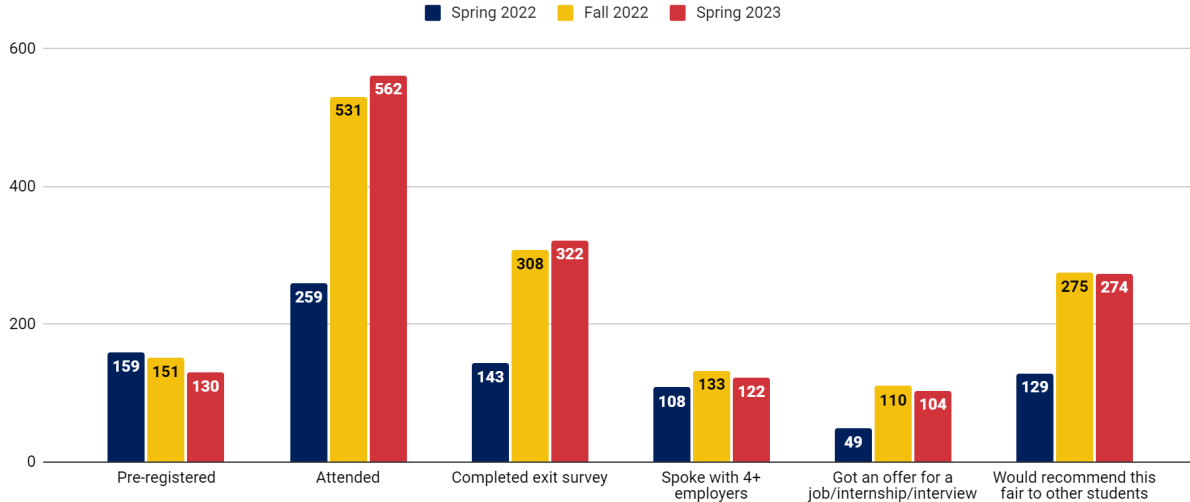


Career & Internship Fair

Employer Data - Career & Internship Fair



Student Data - Career & Internship Fair



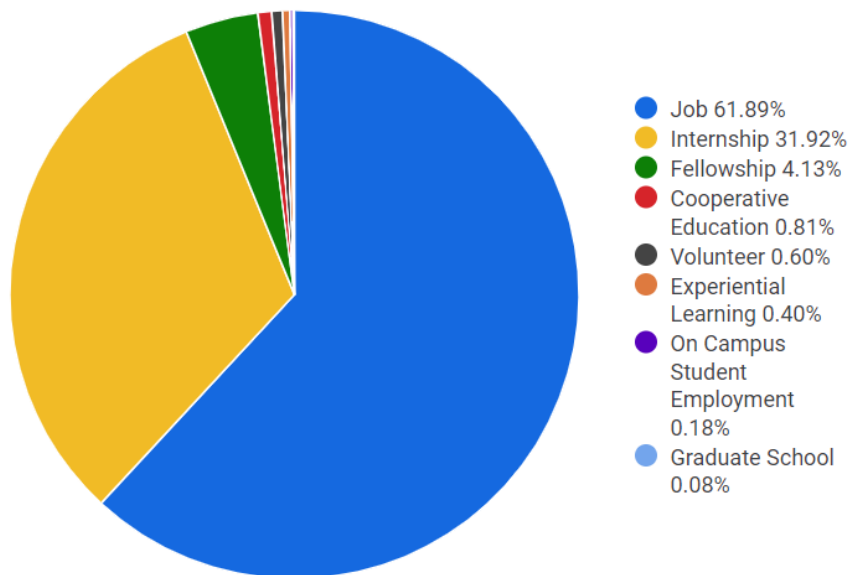
CCPD upgraded their career services platform from Simplicity (locally branded as “HireSMCM”) to Handshake. Handshake is recognized as the national standard for career services software. It enables employers to easily post jobs to multiple schools, instead of only recruiting from a small pool of elite universities. Handshake offers an array of pre-built analytical reports, as well as an ability to customize reports specific to our needs for assessment & future programming (*three sample reports are included below*).

As of April 18, we have in Handshake:

- 1,343 employer connections
- 3,827 jobs, including
 - 1,009 internship opportunities
 - 14 on-campus positions w/ 53 new one’s being posted this week for SU23
- 106 SMCM student applications for jobs

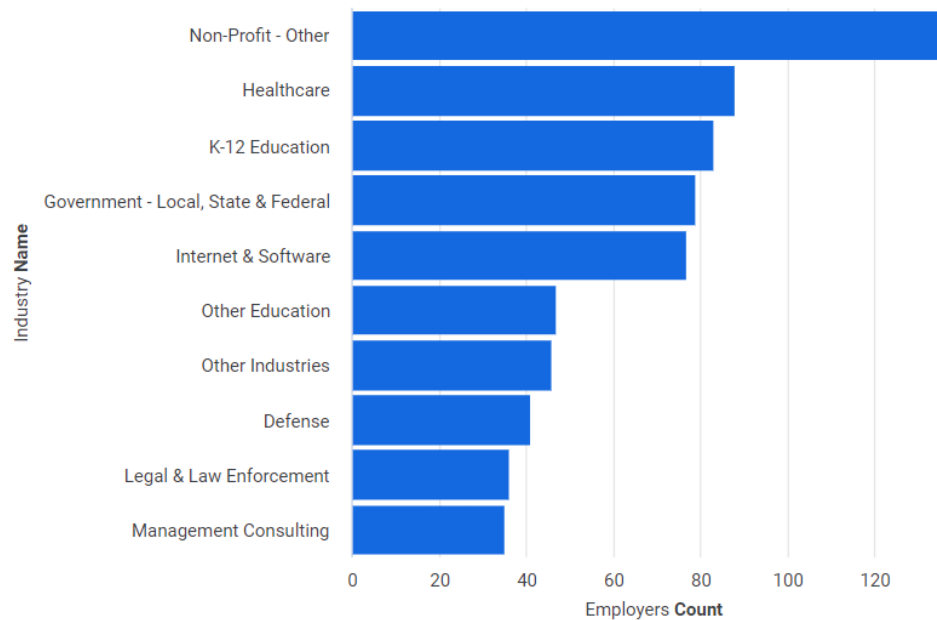
Job Types Posted in Handshake at SMCM as of April 18, 2023

3,827 jobs



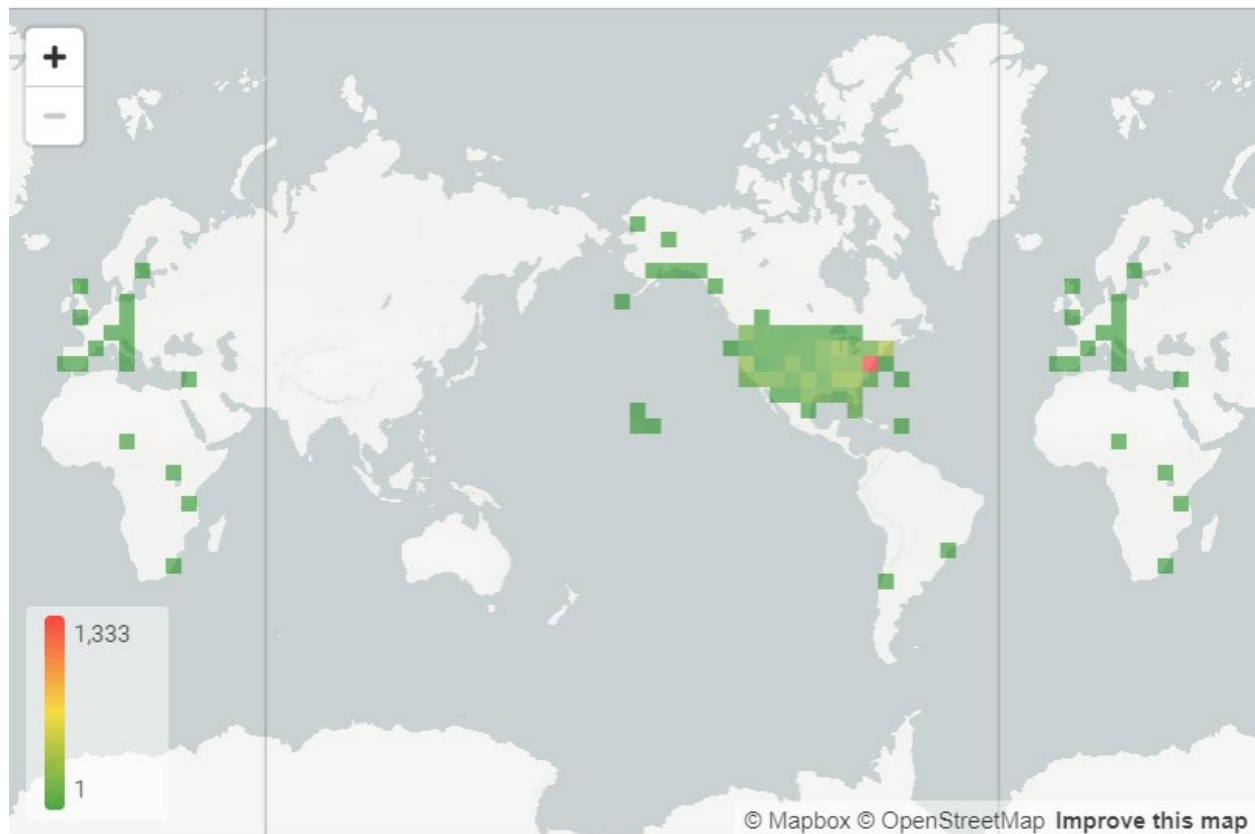
Top Industries of Employers Connected in Handshake at SMCM as of April 18, 2023

1,343 employers



Postings by Job Location as of April 18, 2023

3,827 jobs



Professional Pathways Director Michael Dunn, along with Julianne Petrilla, coordinator for the first-year professional pathways, and the program's externship coordinator, Meghan Druzgala, have been awarded the Eastern Association of Colleges and Employers (EACE) 2023 Excellence in Program Development & Innovation Award honoring the Professional Pathways (CORE-P) program. The annual award honors outstanding program development in either recruiting or career services that can serve as a model program for others in the field to replicate. EACE represents over 200 colleges from the northern and mid-Atlantic regions.

Looking ahead to fall 2023 outreach strategies for CCOD include:

- Expanding college-funded and employer-funded internships by connecting with the Board of Trustees, SMCM alumni, and campus and community partners.
- Leverage Handshake to raise the profile of career week events.
 - Use Handshake to cast a wider regional and national net inviting employers to Career & Internship Fair.
 - Provide students access to see what specific positions employers will hire for at the fair.

Community Affairs

The Community Affairs Liaison, Kelsey Bush, is charged with creating partnerships and potential opportunities for the College to work with the St. Mary's County community and vice versa. Mr. Bush has partnered with Visit St. Mary's (the tourism promotion entity for St. Mary's County). This partnership has led to increased exposure of College programming on their website. Additionally, this collaboration opened the door to a meeting with the local hoteliers to discuss the challenges the local hotels are facing. Liaison Bush has established a working relationship with the Patuxent River Naval Air Museum for possible internship opportunities. This semester he has cultivated relationships with the United Way of Southern Maryland, the Local Management Board for St. Mary's County (LMB), and the Division of Human Services. The relationship with the United Way may lead to potential internships, mentorship, and research opportunities for our students while the LMB and Division of Human Services could lead to internships in the human services sectors, e.g., hunger, homelessness, etc., that our students have requested. Additionally, we have connected with the St. Mary's Public School System to begin the development of a leadership team meeting between the two institutions and establish working relationships with local chapters of the NAACP and Parents, Families and Friends of Lesbians and Gays (PFLAG) to support and work with faculty, staff, and students.

Hotelier Meeting

On Tuesday, March 21, 2023, Athletics, the Dodge Performing Arts Center, and Community Affairs representatives meet with the executive director of Visit St. Mary's and members of the hotel community on campus to discuss ways the College and the hotels could work better together. After a tour of the Dodge Performing Arts Center, one of the first suggestions was to develop packages with the hotels and restaurants to include the events we have on campus. This would be a way to increase the exposure of the College and would increase the revenue generated for the hotels, many of which have limited weekend traffic. There were discussions about employment and internship opportunities for students. We are looking at continuing discussions and communication on how to work together.

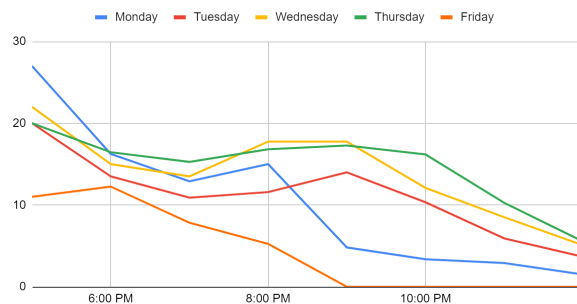
Student Life

The Student Investment Group convened its first meeting on March 3, 2023. The current group consists of four students, Kyle Murphy '24, Mary Ardita '23, Brayan Ruiz Lopez '24, and Michael Boden '24. Professors Don Stabile and Peter Wang serve as the advisors to the group. This semester the Student Investment Group is focused on reviewing and updating their bylaws and establishing procedures for working with the Student Government Association (SGA).

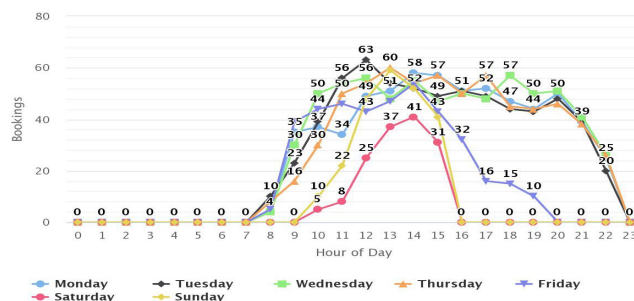
The Learning Commons has continued to be a place where students study, gather for meetings and group projects, and enjoy coffee from Brew'd Awakening. Based on the average number of students using the Learning Commons and the reservations of the study rooms, hours were expanded in the spring semester to include Friday evenings and weekend hours.

Average Students in LC (SP23)

Monday, Tuesday, Wednesday, Thursday and Friday



Reservations of Study Rooms (SP23)



The Office of Student Activities supplemented student-led events on campus with a series of fun and engaging events. Brew and Board Games were held at the learning commons throughout the semester. In collaboration with the SGA and Bon Appetit, Student Activities created the ChefMCM series, which was a three-week cooking class. Students made street tacos, rolled their own sushi, and deep-fried egg rolls. they will wrap up the semester with Destress Fest which will include movies, food trucks, and games as a break from final exams.

SGA had a light semester but passed a few significant funding bills that will improve the student's experience at St. Mary's. In partnership with the Office of Sustainability the SGA purchased 3 Solar Panel Tables where students can charge their phones and laptops. They funded a step event in the Dodge Performing Arts Center which included performances from a local middle school drop corps, the SMCM Sista Steppa Club, and culminating with world renowned Step Afrika! SGA also funded four new laptops to lend to students at the library, and renovations to the outdoor classrooms at Schaefer and Goodpaster Halls.

Six new clubs were added to the SGA's roster for the spring semester. Notable clubs include the Outdoor Adventure Club, Book Club, and Curls and Coils, which explores the diversity of hair. Elections for executive positions of the SGA for the 2023-2024 academic year took place in early April. Lily Riesett '24 was selected as President, Haley Roche '25, was selected as Vice President, and Nick Mayronne '24, was selected as Treasurer.

Residence Life

Coming out of COVID-19 Residence Life is seeing more returning students apply for housing. They also believe there are a higher number of 5th-year students staying on campus for an extra semester.

Returning Student Housing Assignments

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

Student Affairs will work with Katy Arnett, Director of Institutional Assessment, this summer to align our assessment plan with academic affairs with the goal of having an assessment plan for AY 23-24 in place by August 15. Further, Student Affairs will host a series of in-service trainings

for staff throughout the summer on the following topics: Creating a Culture of Belonging, Basic Counseling Skills for Higher Education Professionals, Addressing the needs of our Neurodiverse Students, and basic student development theories.

**BOARD OF TRUSTEES CAMPUS LIFE COMMITTEE
INCLUSIVE DIVERSITY, EQUITY, ACCESS, AND ACCOUNTABILITY (IDEAA)
MAY 12, 2023**

**REPORT OF THE VICE PRESIDENT FOR EQUITY AND STRATEGIC INITIATIVES
DR. DERECK J. ROVARIS, SR.**

Transitions, Personnel, and Student Success

IDEAA has successfully recruited and hired two critical staff members - Mr. Kelvin Clark, Director of Equity Programming, and Mr. Ja'Dell Webster, Multicultural Programming Coordinator. Both have started in their new positions and are already doing very good work.

Middle States Assessment

Drs. Anne Marie Brady and Katy Arnett, co-chairs for the SMCM Middle States Assessment, led an MSCHE Assessment Workshop for the IDEAA leadership and staff. Mission, goals, and objectives were assessed for the IDEAA central unit as well as its reporting units. This is an ongoing process that has helped to focus work and provide clear direction.

Programs, Resources, and Training

- Policy Equity Review Committee (PERC) - the committee is completing the review of all campus policies and continues to meet bi-weekly to discuss additional policy reviews and changes. To date, 271 policies have been fully reviewed. There remain approximately 30-45 policies to be fully reviewed. Additionally, this process has uncovered policies that need updating and some areas where there are policies that need to be created.
- Hunger Free Campus Initiative (MHEC Grant) - the Hunger Task Force, consisting of members from Student Affairs, the Financial Aid Office, the Wellness Center, and IDEAA, met to discuss the delay in opening the new food pantry in Waring Commons. Due to unexpected delays in the departure of the construction firm which had been occupying the space, coupled with currently scheduled facilities projects, the food pantry will not be ready for occupancy until mid-summer. The team continues to provide Supplemental Nutrition Assistance Program Nutrition Education (SNAP-ED) consultations and enrollment, as well as maintenance/stocking of the current food pantry to ensure the campus community has the necessary resources. Additionally, the local food bank has added the College to its food distribution list and has offered a large donation of non-perishable food for the campus pantry.
- National Hispanic Institute Annual Leadership Conference - NHI will once again hold its annual leadership conference at SMCM (July 9-15). IDEAA is collaborating with Enrollment Management and Events to host the program. This convening is very significant for campus diversity as it brings to campus 250 Latinx high school students from the US, Central America, and South America. IDEAA staff will assist with planning and with student engagement and recruitment opportunities.

Multicultural Programming

The Multicultural Programming Office collaborated with student affinity clubs and Athletics to host events that celebrate the rich diversity of SMCM. The following activities were hosted during Women's History Month: a "Mix the Movement" painting and discussion event; a keynote speaker who explored the past, present, and future of Roe v. Wade; and a women's shelter supply drive. LGBTQ Student Services hosted Trans Day of Visibility in March and will celebrate graduates during the Lavender Graduation at the end of April. The Multicultural Programming interns and Athletics' staff further collaborated to host a Diversity Sneaker Ball which featured food, fun, and dancing for a variety of affinity groups and students.

DeSousa-Brent Scholars Program (DB)

The DeSousa-Brent Scholars Program (DB) welcomed new leadership in April with Mr. Clark becoming the IDEAA Director of Equity Programs. This new leadership will shore up the attainment of the 70% graduation metrics defined in the state legislation. Last year a change in DB leadership became necessary as DB witnessed a trend of cohorts being unable to meet the graduation mark. Unfortunately, the number of students who have left the College in each of the preceding cohorts makes achieving that mark unattainable for this year and unlikely at best for the following year. However, our current first-year cohort (2022) is made up of 61 first-year students, the largest incoming group of DB scholars to date. The current retention rate for the 2022 cohort (first-to-second semester) is 94.9 %.

The DeSousa-Brent program continues to fulfill its original leadership mission, with DB Scholars serving in significant student leadership roles throughout campus. DB scholars make up 25% of the student Residence Life staff on campus and are pivotal in other programming including peer-to-peer mentoring and Peer Academic Success Strategies Specialists (PASS), in which they are the majority of the specialists. Their participation in the Student Government Association is profound; and once again, we will have another DB student serve as student trustee.

The DB program is now fully under the Office of Equity Programming. The new director and staff are supporting other initiatives that include the Sum Primus First-Year Experience, DC-CAP (a scholarship program for DC residents from underrepresented backgrounds), and Dream.org (for students who are part of the DACA: Deferred Action for Childhood Arrivals). All students from these latter two groups automatically are placed in DB. For Sum Primus, mentors have been trained and all Sum Primus students are being advised. Where there is intersectionality between DB and Sum Primus, the students are offered additional mentoring, need-based book and laptop support, and one-on-one advising.

This semester has witnessed several very strong DB Leadership Projects. These projects address an issue on campus, create spaces for students or allow for student expression. A few of the highlighted projects include a Speak-Out for students with disabilities; a language fest in the recreation courts that featured passports for over 20 various language tables, culturally specific outfits, and "lessons-on-the-spot"; and a "Between the Lines" diversity listening room that resulted in diverse product placements in the Grind.

Office of Accessibility Services (OAS)

The Office of Accessibility Services (OAS) has continued to see growth in the number of students

requesting to register with the office for academic, housing, and dining accommodations. The most recent data requested from Institutional Research indicates that in the Fall of 2022, OAS comprised 22.9% of the total campus population. The current disability categories and related percentages are as follows: Mental Health (44%), Developmental Disability (23%), Learning Disability (14.7%), Physical Disability (11%), Other (5 %), and Cognitive Disability (1%).

In response to the large number of students with mental health concerns registered with OAS, the office has increased its number of individual student meetings beyond academic accommodations, continuing to promote the collaborative group meeting with wellness (Advocacy, Communication, and Transition or ACT) and the director of the office is on the JED team to continue to foster growth and improvement around mental health responses on campus. In addition to increased collaboration with Wellness, OAS has established a student advisory group to improve the student voice in processes and procedures that directly impact them on campus or within OAS.

Current use of the testing center has increased 37.8% beyond last year during the Spring semester of 2022. OAS has collected, proctored, and returned 506 tests thus far for the academic year, which does not include the final exams for this semester. With the increase in student use of the testing center this year, a greater administrative burden was placed on OAS professional staff. Considerations for future administrative staff must be addressed if this trajectory continues.

Last, OAS has been responding to and working with campus members to improve overall accessibility on campus. For example, resulting from the initial campus accessibility audit completed in October, OAS has joined forces with Facilities and Public Safety to formalize a twice-yearly audit of accessibility needs and create actions for reasonable resolutions. OAS will continue to work for equity for all who are part of the St. Mary's community.

The Office of Title IX Compliance and Training

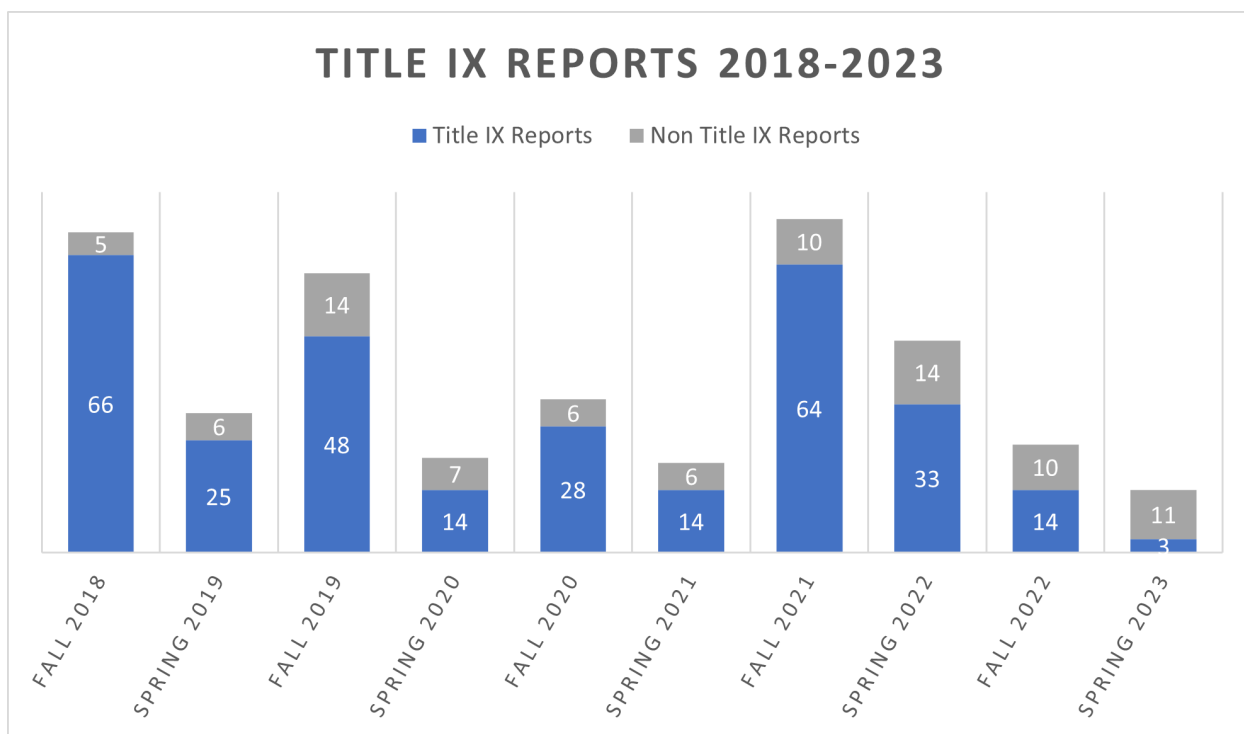
Bias Prevention and Support

The Bias Prevention and Support Team complements and works with other campus entities to connect students, faculty, and staff who have been affected by bias-related incidents to the appropriate support and resources. The Bias Prevention and Support Team received 9 reports during the Spring 2023 semester through April 19, 2023.

- One (1) report involved a homophobic/transphobic comment.
- One (1) report involved an instance in which trans student's deadname was used incorrectly in college processes.
- One (1) report involved race-related comments.
- One (1) report involved gender and neurodivergence comments.
- One (1) report involved comments related to Asperger's.
- Two (2) reports involved gender bias.
- Two (2) reports were classified as non-bias or insufficient information.

Title IX Reporting

The Office of Title IX Compliance and Training received 14 reports in the Spring 2023 semester; however, 11 of the 14 reports were determined to be non-Title IX reports. The following chart provides historical data on Title IX reports.



Title IX Programming/Training

The Office of Title IX Compliance and Training hosted the following Training and prevention activities:

Topic	Target Group	# of Participants
Campus Safety Day	Students	120
Athletics and Title IX	Coaches	28
What's Love Got to Do with It	Students	28
One Love PSA Presentation	Students	18
A Call to Men	Students	172
Title IX Goals and Initiatives	Residential Assistants/Coordinators	12
Sexual Assault Awareness Month Kickoff	Students	90
Title IX Q/A	Sailing Team	21

	Total	489
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As of April 19, 2023, 412 first year students have completed the Voices of Change Comprehensive Module on Get Inclusive's online platform. This module includes the following topics: Identities & Inclusion, Consent & Sexual Violence, Alcohol & Other Drugs, and Hazing.

STUDENT TRUSTEE REPORT

BRAYAN RUIZ LOPEZ '24

As my tenure as a student trustee comes to a close, I wish to reflect on the experiences and concerns that students have shared with me throughout my time serving on the Board. St. Mary's College of Maryland (SMCM) is a place that students love and appreciate, where profound connections are made between faculty and students, and where students can cultivate their appreciation for a lifetime of learning. With the help of the Dean of Students, Derek Young, and the Student Government Association (SGA), students have been empowered to express their perspectives and advocate for the values and priorities of the St. Mary's College community; here is feedback gathered from students in the Spring of 2023.

To ensure that I fulfill my duties and responsibilities to the students at SMCM, I reached out this spring semester via an email to every student on campus with the help of Dean of Students Derek Young. In the email, they were asked for feedback on any important aspects of their experience at SMCM. This could include campus facilities, academic programs, student activities, or anything they wanted the administration and the Board of Trustees to hear. Here are the results of this survey. A total of 20 students responded; however, it is essential to note that some of these responses were written by individuals representing other students in their group, and I also continued to connect with students at listening sessions throughout the semester.

Students Seek a Voice:

One of the most pressing concerns students commented about is the feeling that the administration is not listening to them. This sense of frustration and disconnection is a pressing issue that has occurred for numerous years and was highlighted by previous Student Trustees Justin Hoobler '19, Jasmine Long '21, and Fatima Bouzid '22. This concern has been going on far too long; students need to be heard and *feel* like people in senior-level positions hear them.

To this end, I propose adopting a strategy once employed by the former Vice President for Student Affairs and Dean of Students, Leonard Brown. Brown hosted working dialogues with students through open hours at the Grind or sharing a meal with the administrator, beautifully called "Connecting with the Dean" and "Dinners with the Dean," respectively. In other cases, the former Director of Residence Life, Joanne Goldwater, had similar events where she used lunches called "Jammin' with JAG." The information in these meetings was also communicated to the student body so those who could not attend were still informed. This approach will increase administration visibility, clarify policies, and encourage working dialogues.

During the February 1st, 2019, Board of Trustees Meeting, it was reported that the administration did provide opportunities to listen to students' concerns. Unfortunately, I am unaware of opportunities other than the "Dinner with the President," which has occurred several times. To ease the listening exchange process, I propose something less formal to ensure a more extensive reach. This does not need to occur frequently, but once a month would be sufficient. The gathering should be inclusive, well-advertised in advance, and provide a welcoming atmosphere. Furthermore, there should be a plan to relay any updates to the student body, either through their representatives or via communication from the administration.

Clarity of communication between administration and students should be a fundamental behavior of those who subscribe to the St. Mary's Way. However, it is also important to point out that there needs to be more clarity about the St. Mary's Way. It must be clarified to the community in a descriptive and exemplary way so students and the SMCM community truly understand the destination the St. Mary's Way strives for. This would greatly benefit the student body, nurture a sense of belonging, and add to everyone's college experience.

Liberal Arts Excellence in Education

Several students voiced concerns about how our liberal arts education has changed. Part of their issue arose from the change of major offerings. In addition, concerns surrounding the new matrix and reducing faculty-student contact hours prevail. Students report loving their faculty and the College. Still, the engaged learning assignments thought to foster self-directed learning have had an unexpected impact on students' learning that has been reported to come at the price of the "mental and physical struggle" to engage and learn the depth of the material independently properly. It appears that professors are rushing through the course material, creating a less welcoming class atmosphere. Additionally, there is less time for meaningful connections with faculty and fellow students and fewer course options due to fewer faculty members present at certain semesters and faculty moving into administrative roles.

To solve this issue, students wish to advocate for reinstating some previously cut majors. Students know that not all majors can be brought back. Still, there has been immense advocacy toward bringing back the International Languages and Cultures majors of Chinese and Latin-American Studies. Many students have been attending SGA, and a resolution in support of the return of these two majors was passed. This group of students has collected around 500 signatures in less than a week and has several [testimonials](#) supporting this resolution. SMCM has historically strived to provide its students with the tools to be well-informed global citizens, and cross-cultural literacy in an increasingly interconnected world is essential to the mission of a liberal arts college.

Students have expressed the need for a more organized class schedule that allows them to connect with their professors and fully engage in their education without feeling overwhelmed. Unfortunately, many students have difficulty selecting the classes they need to progress in their major and fulfill their Core/LEAD requirements because many classes are clustered on Tuesdays and Thursdays. This results in students being unable to enroll in the classes they need and want. It is important that the Registrar spreads out course offerings to ensure that students can enroll in the classes they need. However, this should be done in consultation with both students and faculty to avoid any making changes that would hinder our faculty or students.

Accessibility and Equity Concerns

Students have expressed concerns about the lack of accessibility for students with disabilities on the SMCM campus. They have noted that handicapped parking is too limited and that some buildings, like the Learning Commons, lack wheelchair accessibility buttons on doors or nearby walls. Elevator accessibility in buildings such as Montgomery Hall has also raised concerns. Additionally, some residence halls, like Prince George and Dorchester Halls, do not have accessible showers. Students suggest including shower benches in these halls, similar to other residence halls and upper-classmen living spaces, to address this. Furthermore, students have

advocated for high-quality menstrual products to be provided in all bathrooms, regardless of gender.

On Campus Jobs

On a positive note, students expressed tremendous appreciation for the opportunities to work on campus. Campus jobs offer students an excellent opportunity to gain valuable experience while earning money to support themselves. They are also tremendously important for a student who lacks transportation to easily get an off-campus job. Moreover, campus jobs offer opportunities for personal and professional growth. Additionally, our work-study programs allow students to work in positions related to their field of study, providing them with hands-on experience in their desired profession and networking opportunities with professionals in their industry. Cutting in this area would greatly impact students who need on-campus employment to afford their college expenses.

Students at SMCM appreciated the various internships and externships offered both on-campus and off-campus through the numerous departments and companies that recruit during career fairs. However, it is important to note that most of these opportunities are STEM-heavy, and students from the humanities hope to see more representation and efforts being made in this area.

Concerns Regarding Campus Safety and New Policy

An urgent and pressing matter recently arose at St. Mary's College of Maryland when the administration announced plans to expand the Office of Public Safety to now include armed special police officers. While some students are pleased with the addition of body cameras for officers, the decision to include firearms and add additional security personnel has sparked controversy and frustration among many members of the community.

Several students and community members fear that the normalization of guns and the potential misuse of firearms could lead to tragic consequences. In response, protests have erupted, and the administration has attempted to address these concerns through a Q&A website. However, the lack of transparency and disregard for community members' concerns have left many feeling unheard and disconnected from their leadership.

It is crucial that the administration takes steps to address the concerns of the community and prioritize their well-being. An immediate relief solution would be the start of the advisory group that has been promised to us, make it visible, and make it accessible. Moving forward, open communication and consultation with students, faculty, and staff must be a priority in any decisions that impact the community's safety and security. Failure to do so could have grave consequences and jeopardize the entire community's safety.

As I close out my final Student Trustee report, I want to leave you with a lasting message. St. Mary's College of Maryland has the potential to be an exceptional institution, but it is only by actively listening to and addressing the concerns of the SMCM community that this potential can be realized. I hope that the Board will continue to prioritize the needs and well-being of its students and work towards fostering a truly supportive and inclusive community for all. I am genuinely grateful for the opportunity to have served as the Student Trustee and for the experiences, mentoring, and insights gained during my time in this role. Thank you for the privilege of

representing the student body and for your continued dedication to the betterment of our beloved college.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF MAY 12, 2023**

**ACTION ITEM II.A.
APPROVAL OF THE 2023 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 2023 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.