



**BOARD OF TRUSTEES  
CAMPUS LIFE AND FACILITIES COMMITTEE**

**REPORT SUMMARY**

**Date of Meeting:** October 18, 2019

**Date of Next Meeting:** January 31, 2020

**Committee Co-Chairs:** Donny Bryan '73 and Danielle Troyan '92

**Committee Members:** Carlos Alcazar, John Bell '95, Board Chair Lex Birney, Mike Dougherty, Peg Duchesne '77, Judy Fillius '79, Jasmine Long '21, Scott Mirabile, President Tuajuanda Jordan

**Staff Members:** Leonard Brown and Paul Pusecker

**Dashboard Metrics**

N/A

**Executive Summary**

**Discussion Items**

Student Trustee Selection Process and Marketing Plan and Position Description

Members of the Campus Life and Facilities Committee, formerly known as the Student Affairs Committee, charged Student Trustee Jasmine Long '21 and Vice President for Student Affairs and Dean of Students Leonard Brown with updating the Student Trustee-in-Training position description and to create a plan for this year's marketing plan. The Committee discussed and approved the position description and the marketing plan.

Student Trustee Report

Jasmine Long '21 will present her Student Trustee Report.

**Information Items**

FY21 Capital Budget Requests

Our capital request for FY21 through FY25 included construction funding for the New Academic and Auditorium Building, continued funding of infrastructure projects, funding for the renovation of Goodpaster Hall, and a revised request for the renovation of Montgomery Hall. Our request identifies essential institutional capital improvements, specifically needed for St Mary's College of Maryland to be competitive and successful. The request included the addition of Montgomery Hall to the CIP, which was deferred from last year's submission process, market escalation increases in FY22 for Schaefer HVAC replacement, and minor construction increases for the Goodpaster laboratory renovation.

Commemoration Project Update

St. Mary's College of Maryland has commissioned the design firm RE:site, led by founders Norman Lee and Shane Allbritton, in association with poet Quenton Baker, to design *A Commemorative to Enslaved Peoples of Southern Maryland*. The Commemorative proposed by RE:Site best met the project's goals and objectives in a memorable, creative, and thought-provoking way. It is anticipated that the installation of the Commemorative structure will occur in early summer 2020 and we are planning a community dedication ceremony for early September 2020.

Capital Project Status Updates

Updates will be provided for the Jamie L. Roberts Stadium, the New Academic Building and Auditorium, the Living Shoreline Project, and the Trinity Church Sidewalk projects.

Commissioned Officer Update

The Office of Public Safety, with the support of the Director and of the Vice President for Student Affairs and Dean of Students, sought approval from the Executive Council to allow qualified officers to seek the Special Police Officer Designation from the State by successfully completing the approved 80-hour training program.

Alcohol Task Force Update

The implementation team acquired grant funding from the St. Mary's County Health Department to purchase online alcohol education training.

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

**Action Item II.A. Endorsement of the 2019 Performance Accountability Report 2019**

The Performance Accountability Report (PAR) is a report that is required by the State of Maryland. The PAR assesses the College's progress on a variety of goals and objectives, including academics, enrollment, retention and graduation, financial aid, and student outcomes. The Committee will be presented with the PAR and asked for its endorsement.



**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019**

**AGENDA**

- I. DISCUSSION ITEMS**
  - A. Student Trustee Selection Process, Marketing Plan, and Position Description
  - B. Student Trustee Report
  
- II. ACTION ITEMS**
  - A. Endorsement of the 2019 Performance Accountability Report
  
- III. INFORMATION ITEMS**
  - A. FY21 Capital Budget Requests
  - B. Commemoration Project
  - C. Capital Project Status Update
  - D. Alcohol Task Force Update
  - E. Commissioned Officer Update
  - F. Minutes (May 7, 2019 and May 10, 2019)

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019  
DISCUSSION ITEM I.A.  
STUDENT TRUSTEE IN TRAINING SELECTION PROCESS,  
MARKETING PLAN, AND POSITION DESCRIPTION**

Members of the Campus Life and Facilities Committee worked along with Vice President for Student Affairs and Dean of Students Leonard Brown on a process to update the Student Trustee-in-Training position description and created a plan for this year's application window and marketing plan.

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

### St. Mary's College of Maryland

As Maryland's public honors college, St. Mary's College offers an undergraduate liberal arts education and small-college experience like those found at exceptional private colleges. St. Mary's College shares the hallmarks of private institutions: an outstanding faculty, talented students, high academic standards, a challenging curriculum, small classes, a sense of community, and a spirit of intellectual inquiry. But as a state institution of higher education, St. Mary's College is also committed to the ideals of affordability, accessibility, and diversity. By combining these virtues of public and private education, the College provides a unique alternative for students and their families.

### The Board of Trustees

The Board of Trustees is the governing body of St. Mary's College, charged by the Governor of the state with responsibility for the financial, administrative, and academic affairs of the institution. The College is distinguished from most other public college boards by a 1992 charter that grants the Board of Trustees control over the governance and policies of the College. The Board of Trustees consists of 26 members, 23 of whom are appointed by the Governor. The President of the Alumni Association, an appointed student, and a representative from the Historic St. Mary's City Commission are the remaining three members. The Board also selects the President of the College, who also serves on the Board. Additionally, there are 44 Trustee Emeriti.

### Responsibilities

The student Trustee, who shall serve for a term of one year and until a successor is appointed and qualifies, may participate and vote in all Board meetings, but may not participate in establishing or administering faculty or administrative personnel policy. As permitted by law, he or she may be selected through a process determined by the President and an appropriate Board committee. Some of the items the Board of Trustees considers include setting tuition and fees for attendance at the institutions; approving capital and operating budgets; issuing bonds; appointing the President; approving new degree programs; and reviewing and approving the College mission statement.

The Board of Trustees meets at regular meetings approximately four times per year. On occasion, there are topics that warrant special meetings of the board between regular meetings. Further, the Student Trustee will be appointed to serve on a board committee. Board committees typically meet prior to the full board meetings.

Like all Trustees, the Student Trustee is expected to attend all meetings of the Board of Trustees and the committees assigned. The Student Trustee is expected to be prepared, reviewing all board meeting material prior to the meeting. The Student Trustee is also expected to submit a written report to be included in the Board material by the deadline set by the Board chair.

The Student Trustee acts as a conduit to the Board of Trustees to bring students' concerns. The Student Trustee reports on policy proposals or changes relevant to the student body, giving an

institutional perspective that is informed by the heart of the students. The Student Trustee reports on significant outcomes of interactions between students, Student Government, and Administrators. The Student Trustees also serves as a liaison officer to the Student Government Association, giving reports on the activities of the Board at the meetings. The Student Trustee is expected to brief the SGA leadership on the Student Trustee report prior to it being submitted.

The Student Trustee serves without compensation.

### Requirements and Characteristics

The time commitment required of the Student Trustee varies. It is expected that the Student Trustee will commit at least 5 hours a week to the position. This time may include preparing for meetings, participating in meetings, follow-up, speaking with students and various other activities.

Some characteristics that are necessary to be an effective Student Trustee include:

- Relatability
- Honesty
- Integrity
- Credibility
- Ability to listen
- Humility
- Proactive
- Value-based decision-making
- Ability and willingness to grow
- Leadership ability
- Ability to process and communicate information clearly and concisely
- Reporter and navigator; the ability to convey the needs and wants of students to the Board
- Willing to accept guidance, be humble, and learn from mistakes
- Initiative to step in when necessary to assist in clearing any confusion among the Board, staff, students with the focus always being on the student experience as it relates to the mission of the College and the core values of the campus community as delineated in official documents.

### Selection Process

The Student Trustee is first selected to the position as the Student Trustee in Training. The Student Trustee in training serves in that capacity for a year prior to assuming the full responsibilities of the Student Trustee. The application for Student Trustee in Training is typically available in the late Fall semester and due in February of the following Spring semester. All applicants who submit completed applications are invited to take part in an open forum where they are asked questions by a panel of students. The Student Trustee and the Student Trustee in Training, along with a selected student committee then chooses 3 finalists to be interviewed by a committee of Trustees. The committee of Trustees makes the final selection for the Student Trustee in Training.

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019  
DISCUSSION ITEM I.A.  
STUDENT TRUSTEE IN TRAINING SELECTION PROCESS,  
MARKETING PLAN, AND POSITION DESCRIPTION**

**Student Trustee in Training Selection Process and Marketing Plan**

A big concern in the Student Trustee in Training selection process is the number of quality candidates that make the effort to be considered for the position. In order to address this concern the current Student Trustee in Training, Student Trustee, and Dean of Students have developed a more clear-cut job description and this document to lay out a plan for this year's application window and marketing plan.

**Development of a List of Students That Would be Ideal Candidates**

A major part of this year's plan for increased engagement in the selection process is the development of a list of students that embody all the characteristics listed in the job description. To get candidate suggestions, an email will be sent to all faculty and staff with the job description and a statement of the importance of the role. This email will be co-signed by the Student Trustee and the co-chairs of the Campus Life and Facilities Committees. Additionally, a list will be formulated by the Student Trustee in Training, Student Trustee, and Dean of Students based on direct interaction as well as witnessing the impacts the students may have on-campus be it through their role in campus initiatives and/or leadership roles in clubs or organizations. The students on this list will get regular communications from the Dean of Students and current Student Trustee to let them know that they embody all the characteristics sought after for filling the position and reminding them of the deadline and important dates in the application process.

**Signage**

Signage has been found to be a more effective way to communicate things to students as compared to emails. To increase student knowledge of the position signage will be posted across campus with a higher volume of signage in the areas that get the most student traffic. The signage would be posted the day the application is set to be released and following the application deadline new signage will be posted to increase student turn out for the open forum.

**Earlier Application Release Date**

In previous years, the Student Trustee in Training application was released after winter break with an application deadline of mid-February. Often times, students that would make ideal candidates for the position have busier schedules. This year we would like to release the application in November prior to winter break, which would allow students to look over and complete the application for the usual allotted time plus additional time at the end of the fall semester and during winter break.

### **Social Media Campaign**

Much of the campus community uses social media and it has become another way to spread the word about campus events. We could use the information in our signage to make uniform social media posts that can be sent to the Club Coordinator to post on the various club social media feeds as well as the feeds from student organizations that post for all students, i.e., Programs Board. In addition, setting up promotion for live Q&A and “Get to Know the Trustee” can increase student engagement and be a way to answer the more specific questions and further explain the importance and point of the position. [Suggestion: Can the ST/STIT get involved in major College events that stream, e.g., Giving Tuesday, Hawktoberfest? May want to coordinate with the Alumni Office on opportunities.]

### **Important Dates**

September 23<sup>rd</sup> - Draft email to send to faculty, and send out e-mail with the approval of the basic concepts of the drafted plan.

October 18<sup>th</sup> - Present plan to the Board and start necessary edits.

October 31<sup>st</sup> - Have plan finalized.

November 1<sup>st</sup> - Start creating signage, and planning social media post

November 15<sup>th</sup> - Open Application, put signage up across campus, and begin social media campaign.



**BOARD OF TRUSTEES  
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CAMPUS LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019  
DISCUSSION ITEM I.B.  
STUDENT TRUSTEE REPORT**

We are a little under halfway through the first semester of the 2019-2020 academic year, and this school year has gotten off to an eventful start. The dedication of the Jamie L Robertson Stadium was amazing and has definitely had a major impact on campus life. The night games under the lights have been great for student-athletes and all the students who get to be in attendance. However, the completion of the stadium is even more exciting because we know that work can soon start on the new academic building and auditorium. Additionally, we had an amazing Hawktober fest that included an amazing networking event leveraging our alumni relations to create connections for our current students to set them up for success post-graduation. BSU had their annual welcome back cookout, which was bigger and better, in my opinion, than all the previous years and acted as a great way to bring people together. There also was the first guest speaker lecture, for what we hope will be the start of a speaker series for the Economics Department. The list could go on and on with all the events put on by our Programs Board and numerous clubs events, but, with the amazing events that have taken place this semester, there have also been some trying times that have further proven to me what great importance my role as Student Trustee has.

In less than a 2-week span, we had two events involving reports of a gun on campus. The first event showed, in the scariest way, the disconnect between the student body and administration. Poor communication and the lack of communication had many students in fear and aided in the spread of misinformation. It also led to distrust in the administration and public safety, and put more tension and strain on the already shaky relationship. Student speak-outs were held post the event that allowed students to voice their concerns to representatives of the administration and public safety. When the second incident occurred, communication was much quicker and it seemed apparent that the concerns of the student body had been taken into consideration. However, there are still issues with systems of communications that need to be ironed out and additional updates and more information are things some students are still looking for with the improvements. After, some discussion I look forward to bringing back and chairing a student committee that would work with public safety to voice the concerns of the student body and help in developing protocol that will help students feel safer and allow the administration to have a better understanding of what the best way to go about things would be if another event like this were to happen in the future.

In the first weeks of the semester, I have made the major transition from Student Trustee in Training to completely acting as Student Trustee. This year as Student Trustee, the initiative I have decided to work on is bettering campus culture by focusing on 4 key concerns Title IX, alcohol and drugs, diversity and inclusion, and mental health. In order to develop a plan to address those concerns, I have been working with Dean Brown and the SGA President Rebecca Malaga to encourage a working relationship between the administration and the student body. And encourage better general relations between the administration and the student body by being able to work as

a team with the viewpoints of both sides being leveraged to create something that will better overall campus culture. Together we brainstormed various different ways we could go about tackling the issues and pushing the initiatives, both sides being able to give feedback and concerns based on the knowledge they have in their roles. So far, we were able to plan a meeting with several influential students on campus that was very productive in getting a better understanding of how we could better student administration relations and the most effective way to make strides to address the concerns of focus. We learned that we do not necessarily need to create entirely new events but instead use our roles in resources to enhance existing events addressing the concerns. We now look forward to following up with those students to begin work on enhancing those events and adding a piece to allow the administration to be more involved and open those additional lines of communication to unify and better our campus community.

Lastly, aside from the initiative, I have worked with Trustee Danielle Troyan, Dean Brown, and Student Trustee in Training Fatima Bouzid to develop the Student Trustee in Training job description and marketing plan for this year's Student Trustee in Training Application process to be discussed and critiqued by the board.

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019  
ACTION ITEM II. A.**

**ENDORSEMENT OF THE 2019 PERFORMANCE ACCOUNTABILITY REPORT**

**RECOMMENDATION**

The Campus Life and Facilities Committee recommends that the Board of Trustees approve the 2019 Performance Accountability Report for submission to the Maryland Higher Education Commission.

**RATIONALE**

The Performance Accountability Report (PAR) is a report required by the State of Maryland that assesses the College's progress on a variety of goals and objectives, including academics, enrollment, retention and graduation, financial aid, and student outcomes. The report provides data on specific metrics as well as narrative describing strengths and challenges. Maryland law requires institutions to submit their PAR to the Maryland Higher Education Commission for review, and final submission to the Governor and General Assembly.

# ST. MARY'S COLLEGE OF MARYLAND

## 1. MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

## 2. INSTITUTIONAL ASSESSMENT

### A. FY19 Highlights

Significant changes and events occurring at St. Mary's College of Maryland (SMCM) during FY19 included the following.

- A new comprehensive brand for SMCM – The National Public Honors College – was developed, market-tested, and launched internally. Preparations were made for an FY20 external launch to coincide with recruitment of the incoming class of Fall 2020.
- SMCM completed the third and final planned year of implementation of the 2016-19 strategic plan, *A Time for Rebirth*.
- Two new minors were implemented in FY19: Business Management and Astrophysics. The Business minor is especially popular; 41 students are declared for Fall 2019, making it the second most popular minor out of 35 programs. A new major in Women, Gender, and Sexuality Studies was approved by MHEC and is awaiting implementation.
- Dr. Tayo Clyburn began his tenure as the inaugural Vice President for Inclusive Diversity and Equity. While SMCM established a Chief Diversity Officer position in 2016, this position is now elevated to the Vice President level.
- The Core Curriculum (general education program) underwent a major redesign, adding integrated course themes and professional development coursework for all students. The new LEAD curriculum (Learning through Experiential and Applied Discovery) was approved by the faculty and by the Board of Trustees, and is being piloted in FY20.
- A new Center for Inclusive Teaching and Learning (CITL) was established and will provide diverse professional development opportunities for faculty and staff.
- Construction on the Jamie L. Roberts Stadium, a new state-of-the-art athletics complex, was completed and the grand opening will take place in September 2019.
- SMCM was once again named to several national college ranking lists, including: Top Public Liberal Arts Colleges (U.S. News & World Report 2019), Colleges of Distinction (2018-19), Best 384 Colleges (Princeton Review 2019), Top 50 Green Colleges (Princeton Review 2019), Best Colleges and Universities in Maryland (College Consensus 2018), America's Top Colleges (Forbes 2018), Best Colleges for Your Money (Money Magazine 2018-19), Lowest Student Loan Debt (LendEDU.com 2018), Top 30 National Liberal Arts Colleges (Washington Monthly 2018), Hidden Gem Colleges (CollegeRaptor.com 2019), Best Value Colleges (Kiplinger's 2019), and Fiske Guide to Colleges (2019).

## **B. Analysis of Goals and Objectives**

### **Goal 1: Ensure a high quality and rigorous academic program.**

Objective 1.1: SMCM students continue to complete one-on-one learning experiences with faculty at high rates. The 2016-19 Strategic Plan includes a number of objectives related to expanding opportunities for high-impact practices, as we continue to strive toward the target of 80% of the graduating class participating in a one-on-one learning experience, including research or independent study with faculty; a credit-based internship; or private musical instruction. Relatedly, for the second year in a row, we expect to meet the Strategic Plan target of 100% of graduates completing at least two high-impact practices (research with faculty, first-year seminars, capstone experiences, international experiences, internships, etc.)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. For four of the past five years, SMCM has met or exceeded the targeted percent of full-time faculty who have terminal degrees (1.2), and full-time faculty teach the great majority of undergraduate credit hours as indicated by meeting or exceeding the target (1.3) for the past four years. Finally, the undergraduate student-faculty ratio has remained at 10:1 for the past five years, well below (better than) the target of 12:1. This combination of a consistently low student-faculty ratio with a faculty of qualified full-time professors is essential to the success of achieving and maintaining a high quality academic program.

*Peer Benchmarks:* SMCM has by far the lowest student-faculty ratio (10:1) among the traditional four-year public institutions in Maryland, with the next lowest being Morgan State and UM Eastern Shore at 13:1, and the average being 15:1. The SMCM student-faculty ratio (along with New College of Florida) is also the lowest among COPLAC institutions, which average 15:1; and is on par with Maryland private, peer institutions, and aspirant institutions, which range from 7:1 to 16:1 (with an average of 10:1) and include many private colleges. (Source: IPEDS Data Center)

### **Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff.**

Objective 2.1: In FY19, SMCM was able to recruit a first-year class that exceeded the target for the percentage of minority students for the sixth year in a row, and exceeded the target for first generation college students for the second year in a row. The percentage of first-year students receiving Pell grants was notably lower than past years, due to a shifting income demographic among the Fall 2018 entering class, but is expected to rebound to target levels over the next two years. High school academic performance of the entering class remains strong; the average GPA of incoming students was at its highest value in four years, and is projected to remain steady for the FY20 entering class. After several years of declining SAT scores among incoming SMCM students, the FY19 median score increased from the previous year (note that only the 2018 and 2019 scores are directly comparable because of changes to the SAT). Finally, SMCM continues to face challenges in recruiting and enrolling students from outside of Maryland.

*Peer Benchmarks:* While the metric for SAT scores uses the median SAT score, the

available benchmark data uses the mean (average). Based on these data, the average SAT score of SMCM entering students (1178) continues to exceed that of most other Maryland four-year institutions (FY19 average = 1099), and our students rank well against high school seniors both in Maryland (FY19 average = 1080) and nationwide (FY19 average = 1067). Other Maryland public institutions vary in their ability to attract out of state students; percentages for the Fall 2018 entering class ranged from 6% to 30%, with an average of 17%, exclusive of the online institution UMUC. (*Source: MHEC 2019 Data Book*)

#### Objective 2.2:

*Four-Year Graduation Rates.* Four-year graduation rates for FY19 (Fall 2015 cohort graduating by Spring/Summer 2019) increased for African American students (51%) and Pell recipients (60%), and remained steady for first generation students (60%). Overall four-year graduation rates (64%) were also fairly steady from FY18 (63%), but at a level that is lower than most previous years. The four-year graduation rate for African American students (51%) was at its highest since FY13, meeting the target for this student population, but still well below that of the overall student body. Despite this increase, four-year rates among all minorities decreased (52%), primarily driven by a substantial decrease among Hispanic students (53%). Based upon current projections, overall four-year rates are predicted to remain low, and while several metrics are projected to meet targets in FY20, additional decreases are projected for FY21 in the absence of additional intervention.

We continue to analyze the relationship between students' progress toward degree completion and several important early milestones, including enrolling in a college mathematics course in the first year, attempting at least 16 credits per semester in the first year (1/8 of the 128 needed to graduate), and earning at least 32 total credits in the first year. These milestones are historically correlated with higher retention and graduation rates, particularly among students from underrepresented groups. Notably, students in this year's reported Fall 2015 cohort, which showed a lower four-year graduation rate (64%) than in previous years, were substantially less likely to attempt 16 credits per semester and to earn 32 total credits, compared to previous cohorts. This was especially true for minority students and Hispanic students, two populations which showed large declines from previous years.

In 2018-19, faculty advisors and academic support staff were informed of these relationships and encouraged to communicate the importance of these milestones to their first-year student advisees. At the beginning of each semester, additional messages were sent to advisors of students who were registered for fewer than 16 credits. Initial data suggests that these efforts may have had some impact, as the percentage of Fall 2018 first-year students taking fewer than 16 credits in their first semester dropped to 9%, down from an average of 15% over the past four years (Fall 2014 through 2017 cohorts). Even more striking improvements in achieving this milestone were observed among African American, Hispanic, first generation, and Pell recipient students. The percentage taking fewer than 16 credits in the second semester also improved but only slightly, decreasing from a four-year average of 15.5% to 14% for the Fall 2018 cohort. In 2019-20, we will continue to communicate frequently with both advisors and first-year students about the importance of registering for (and completing) a full load of 16 credits per semester whenever possible.

The second year of lower-than-usual graduation rates, and the similarly low estimates for the next two years, makes it clear that we must improve our understanding of the student experiences that lead to the decision to depart SMCM, particularly among students from underrepresented groups. We have begun to analyze data from exit interviews with students taking leaves of absence and withdrawing from SMCM, and will use this information to identify how and where we can better support our students. We are also investigating the status of currently enrolled students from the Fall 2016, 2017, and 2018 cohorts to identify potential intervention strategies to provide support for timely degree completion. For example, nearly 20% of first-year students in the Fall 2018 cohort are between 1 and 16 credits (a full semester) behind the pace of 16 credits per semester toward four-year graduation. We can continue communicating with these students about the importance of completing 16 credits per semester, and assist them in exploring options for completing additional credits such as online coursework, summer coursework, and strategic overloading during the regular academic year. Finally, about 15% of departed first-year students over the past three cohorts have transferred out to two-year institutions, according to the National Student Clearinghouse. We are considering how best to reach out to these students regarding the possibility of reverse transfer, encouraging them to return and complete their baccalaureate degree at SMCM. The development of targeted, program-specific articulation agreements with many Maryland community colleges (discussed below in Objective 2.6) is expected to facilitate such reverse transfer efforts.

*Peer Benchmarks:* Based on the most recent comparison data available (FY15), as shown in the table below, SMCM’s overall four-year graduation rate (70% for the 2011 cohort) exceeded those of other institutions belonging to the Council of Public Liberal Arts Colleges (COPLAC) and other Maryland public four-year institutions, as well as Maryland private institutions and SMCM’s peer institutions, many of which are private. The average four-year graduation rate at aspirant institutions (all private) represents a benchmark well above our target. As shown below, four-year graduation rates for African American students, Hispanic students, and all minority students combined were all well above the corresponding rates at other COPLAC, Maryland public, or Maryland private institutions. Compared to peer institutions, four-year rates for Hispanic students were higher at SMCM, while four-year rates for all minority student and for African American students lagged behind. Four-year graduation rates for Pell recipients are not available. *(Source: IPEDS Data Center)*

<b>Four-Year Graduation Rates, FY15 (Fall 2011 cohort)</b>					
<b>Institution(s)</b>	<b>N</b>	<b>Overall</b>	<b>Minority</b>	<b>Afr-Amer</b>	<b>Hispanic</b>
<b>SMCM</b>	<b>1</b>	<b>70%</b>	<b>55%</b>	<b>48%</b>	<b>75%</b>
COPLAC	27	37%	29%	24%	27%
MD Public	11	27%	23%	22%	23%
MD Private	9	58%	48%	43%	53%
Peer	12	66%	61%	59%	61%
Aspirant	6	87%	85%	85%	84%

These comparisons with peers and aspirants, which are our primary programmatic and curricular competitors, underscore the need for SMCM to direct additional attention and

resources toward underrepresented students. (Source: IPEDS Data Center)

*Six-Year Graduation Rates.* The preliminary estimate for the FY19 overall six-year graduation rate (Fall 2013 cohort graduating by Summer 2019) is 77%, which while not meeting the target, continues a three-year recovery from a brief dip in FY16. Similar to this year’s increase in the four-year graduation rate for African American students, the six-year graduation rate for this group (69%) was substantially increased from previous years and only two percentage points below the target. However, six-year rates for all other groups decreased from FY18, and only the rate for Pell recipients (69%) met the target. Also similar to four-year graduation rates discussed above, additional decreases in six-year graduation rates are projected over the next two years.

*Peer Benchmarks:* The most recent comparison data available (FY17), shown below, reveal that SMCM’s overall six-year graduation rate in that year (78%, for the 2011 cohort) exceeded that of other COPLAC institutions, other Maryland public four-year institutions, Maryland private institutions, and peer institutions. The average reported six-year graduation rate at private aspirant institutions was 91% in FY17. SMCM’s six-year rates for all minority students and for African American students exceeded those at other COPLAC, Maryland public, and Maryland private institutions, but were behind those of peer and aspirant peer institutions. Notably, the six-year graduation rate for Hispanic students at SMCM was well above that from all other groups except aspirant institutions. Finally, SMCM’s six-year graduation rate for Pell recipients in FY17 was well above that of other COPLAC institutions, Maryland public institutions, and Maryland private institutions, and was close to the average rate at peer institutions. (Source: IPEDS Data Center)

<b>Six-Year Graduation Rates, FY17 (Fall 2011 cohort)</b>							
<b>Institution(s)</b>	<b>N</b>	<b>Overall</b>	<b>Minority</b>	<b>Afr-Amer</b>	<b>Hispanic</b>	<b>Pell</b>	<b>Need Aid</b>
<b>SMCM</b>	<b>1</b>	<b>78%</b>	<b>67%</b>	<b>55%</b>	<b>81%</b>	<b>68%</b>	<b>75%</b>
COPLAC	27	53%	46%	42%	45%	48%	50%
MD Public	11	47%	46%	45%	41%	44%	45%
MD Private	9	64%	55%	52%	60%	60%	63%
Peer	12	75%	71%	69%	74%	72%	73%
Aspirant	6	91%	90%	90%	91%	90%	90%

Objective 2.3: The second year retention rate in FY19, for the Fall 2017 cohort returning in Fall 2018, was unusually low at 82%. Several risk factors were overrepresented among the non-retained students, including minority race, first generation status, and Pell recipients. In addition, students from these groups were more likely to attend community colleges than White, non-first-generation, and non-Pell students, respectively. Preliminary data suggests that the retention rate is likely to rebound, as indicated by the estimated 2020 rate of 85% (Fall 2018 cohort students returning for Fall 2019).

*Peer Benchmarks:* Based on the most recent data available (FY17), SMCM’s first-to-



second year retention rate (87%) was well above those of other public liberal arts colleges (COPLAC schools, average = 74%) and Maryland public four-year institutions (average = 74%), and also exceeded that of Maryland private institutions (average = 81%) and peer institutions (average = 84%), many of which are private. Retention rates at private aspirant institutions averaged 95% in FY17, which is well above SMCM's target but is a useful aspirational benchmark as we strive to remain competitive with those institutions. (*Source: IPEDS Data Center*)

Objective 2.4: SMCM continues to work toward its goal to maintain a diverse faculty and staff. Gender equity was once again achieved for both faculty and staff in FY19, and the diversity target for full-time staff (percent minority) was met in FY19 for the first time in nine years. The target for faculty diversity was not quite met, but continues to stay higher than when the metric was first implemented in FY11. Continuing recently implemented strategies aimed at increasing faculty and staff diversity will be a major focus of the upcoming fiscal year, especially with the recent hire of the inaugural Vice President for Inclusive Diversity and Equity in July 2019. For example, SMCM expanded its external recruitment venues to attract more applications from women and underrepresented professionals; faculty search committees were provided with a variety of materials and strategies regarding recruiting a diverse pool; and the Office of Human Resources streamlined and updated hiring processes and the Affirmative Action Plan.

Objective 2.5: SMCM has met or exceeded the target of an entering class that contains 20% transfer students for the past six years, and levels are expected to maintain at 20% or higher over the next two years.

Objective 2.6: Among transfer students, both the three-year graduation rate (62%, Fall 2016 entering students graduating by Summer 2019) and the four-year rate (74%, Fall 2015 entering students graduating by Summer 2019) increased to meet the targets this year. Moreover, analysis of students' degree progress for the Fall 2017 and Fall 2018 transfer cohorts suggests that these graduation rates will continue to increase over the next two years. As transfer students continue to comprise a substantial proportion of SMCM's incoming students, the College will continue to explore strategies to support them and ensure their timely graduation. For example, in Spring 2019, all departments engaged in the preparation of detailed, major-specific articulation agreements with Maryland two-year institutions, which will facilitate transfer students' timely progress toward the baccalaureate degree. To date, faculty in 25 out of 26 academic programs have prepared a total of 114 targeted articulation agreements. Most of these agreements are under review by the partner community college, and are anticipated to become active during the 2019-20 academic year.

*Peer Benchmarks:* Benchmark information for four-year rates is only available from those schools which voluntarily provide data to the Student Achievement Measure (SAM) initiative. Based on the most recent data available from SAM (2012 cohort graduating by Summer 2016), SMCM's four-year graduation rate for transfer cohorts (76%) is tied with UM College Park for the highest rate among Maryland public four-year institutions, and was well above the average of 59%. SMCM also compares favorably to COPLAC institutions that participate in SAM (16 of 24) which report an average four-year transfer graduation rate of 56%. No aspirant institutions and only 2 of 12 peer institutions (both also COPLAC institutions) participate in SAM. (*Source: studentachievementmeasure.org*)

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

Objective 3.1: This objective has consistently been met or exceeded as SMCM has focused on meeting the financial needs of entering first-time students.

Objective 3.2: The six-year graduation rate among students receiving need-based aid (Pell grant or Stafford loan) was strong (78%); while not meeting the target of 80%, it was above the overall student population six-year rate of 77% for FY19. However, the four-year graduation rate (59%) was low for the second year in a row, similar to four-year rates among most other Fall 2015 cohort groups as discussed above for Objective 2.2, and are similarly projected to remain low. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. Similarly, retention to the second year (80%) was again below the target and lower than the rate for the overall population.

*Peer Benchmarks:* Similar to findings for graduation rates among Pell recipients, SMCM's six-year graduation rate for students receiving need-based aid in FY17 (75%, most recent comparison data available) was well above that of other COPLAC institutions (50%), Maryland public institutions (45%), and Maryland private institutions (63%). Notably, this rate also exceeded the FY17 rate at peer institutions (73%). The six-year graduation rate for recipients of need-based aid at aspirant institutions was 90%, nearly equal to their overall six-year graduation rate. (Source: IPEDS Data Center)

**Goal 4: Increase student contributions to the Maryland community and to the state and national workforce.**

Objectives 4.1, 4.2, 4.3, and 4.4: SMCM prides itself in preparing students for life after college. Recently, we have focused on promoting community service (4.1) and internships (4.2) and these efforts appear to be succeeding. Community service participation has exceeded the target for the past four years. While the percentage of students reporting internships was low again this year, it remains strong and recent expansion of Career Development Center staff and programming are expected to support future increases in student participation in internships. SMCM students continue to be employed at high rates five years after graduation (4.3), and the proportion of students continuing their education at the graduate level within five years (4.4) also continues to increase. Both of these measures have exceeded their targets for the past four years.

*Peer Benchmarks:* Similar, but not identical, benchmarks are available for community service and internships. The Corporation for National and Community Service, a federal agency that supports and tracks volunteering efforts at national and state levels, reported that the national volunteer rate for college-age adults in 2018 was 26%, and the rate for Maryland residents (of all ages; demographic breakdowns not available) was 36%. The rate for SMCM seniors in 2018 was 71%. Although the methodologies underlying the calculation of volunteer rates certainly differ in multiple ways (e.g., college-age adults versus graduating seniors versus all adults), this benchmark suggests that SMCM students' volunteer rates are likely to be comparable to peers both nationally and in Maryland. With regard to internships, the National Association of Colleges and

Employers (NACE) reported that among over 7,800 sampled senior college students from 504 campuses in Spring 2018, 53% had participated in an internship. Although this figure is a fair amount higher than the reported percentage of 41% among SMCM graduating seniors in 2018, it is important to note that NACE also reported that the top majors of students most likely to have completed an internship were agriculture, communications, finance, marketing, parks and recreation, political science, and public administration. SMCM offers only one of those top seven majors. (Sources: Corporation for National and Community Service, [www.nationalservice.gov/vcla](http://www.nationalservice.gov/vcla); NACE Class of 2018 Student Survey Report)

### **C. Response to Commission Assessment**

*The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.*

*The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated “Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...”*

*For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.*

### **DeSousa-Brent Scholars Program (DBSP)**

The DBSP, established in 2007, is SMCM’s flagship program for underrepresented students. First-year and transfer students are invited to apply to the DBSP based on interest, high school accomplishments, and leadership potential, and are interviewed by the Program Director prior to being offered enrollment in the program. DBSP students attend a pre-matriculation summer bridge program, receive intensive advising, are enrolled in the same first year seminar as other DB Scholars (to facilitate cohort building), and carry out a campus-wide leadership project. Funding from the state has allowed for the expansion of the DBSP from its initial focus on the first year to a four-year, developmentally appropriate program designed to support students through graduation.

*Populations Served:* Students from groups traditionally underrepresented in higher education, including students belonging to ethnic minority groups; first generation students; students eligible to receive Pell grants; students with disabilities; or students from rural or urban communities.

*Obstacles Faced:* Since DBSP students are often the first in their families to attend a four-year institution, they may not possess the same knowledge of academic study skills, campus life, and general college expectations as their peers who are not first-generation. Additionally, students who have attended under-resourced high schools may struggle with the increased academic rigor of college coursework, especially at an honors college, and may need assistance with time management. Both of these issues are addressed in the DBSP via the first year seminars, which are taught in special sections limited to DBSP students, as well as through intensive advising. Finally, DBSP students may face obstacles related to their low-income status. In response, DBSP students are offered generous financial aid packages whenever possible, and receive laptop computers for their personal academic use upon entry to the program.

*Metrics:* Several quantitative and qualitative assessments are in place. The retention and graduation rates of each successive DBSP cohort are closely monitored. Beginning with the Fall 2015 cohort, these rates have been evaluated against aspirational targets set by the State of Maryland. The program has met each one of these success goals, including increasing first-to-second year retention from 80% to 88%; increasing first-to-third year retention from 68% to 80%; and increasing the four-year graduation rate from a low of 32% in the first year to 71% for the most recent year, effectively closing the completion equity gap between participating DBSP students and all SMC M students. In addition, DBSP students are surveyed following the summer bridge experience to assess how well prepared they feel for college, and to solicit suggestions for improvements. DBSP alumni are periodically surveyed to assess the impact of the program on their college experience and post-baccalaureate professional lives.

*Evidence:* On survey responses and in individual consultations and advising meetings, DBSP students expressed a number of academic concerns, including study skills, time management, understanding of transfer credits, requesting and using academic accommodations, and degree planning. In response, the DBSP partnered with several offices on campus, including the Registrar and the Office of Student Support Services, to offer workshops specifically tailored for DBSP students to address these concerns. For example, major-specific workshops focusing on multi-year degree planning are now being offered to assist students in understanding how to effectively and efficiently complete their major requirements within four years.

# St. Mary's College of Maryland

## MISSION

St. Mary's College of Maryland is Maryland's honors college, a selective, public liberal arts college—a vibrant community of scholars and learners. We foster a rigorous and innovative curriculum; experiential learning; scholarship and creativity; close mentoring relationships; and a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability. Our students, faculty and staff serve local, national, and global communities and cultivate and promote social responsibility.

## VISION

St. Mary's College of Maryland will increasingly serve as the liberal arts college of choice for intellectually ambitious students, faculty, and staff from diverse backgrounds, attracted by a rigorous, innovative, and distinctive curriculum that integrates theory and practice; a talented, professionally engaged, and student-centered faculty and staff; and a strong infrastructure. Students will be part of a collaborative learning community that embraces intellectual curiosity and innovation, the power of diversity, and the College's unique environment. Our graduates will thrive as responsible and thoughtful global citizens and leaders.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Ensure a high quality and rigorous academic program.

- Obj. 1.1** At least 80 percent of the graduating class will participate in a one-on-one learning experience. This is typically fulfilled through a St. Mary's Project, directed research, independent study, or credit-bearing internship.
- Obj. 1.2** Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.
- Obj. 1.3** Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of the graduating class successfully completing a one-on-one learning experience	74%	77%	75%	78%	78%	78%	78%
Percent of all full-time faculty who have terminal degrees	100%	97%	98%	99%	98%	98%	98%
Percent of undergraduate credit hours taught by full-time faculty	88%	89%	91%	89%	88%	88%	88%
Undergraduate student to faculty ratio (IPEDS calculation)	10:1	10:1	10:1	10:1	10:1	10:1	10:1

# St. Mary's College of Maryland

**Goal 2. Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.**

- Obj. 2.1** Recruit a qualified and diverse entering class with the following attributes: Median verbal and math combined SAT score of at least 1150, average high school grade point average (GPA) of at least 3.40 (4 point scale), minority enrollment of at least 25 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.
- Obj. 2.2** Achieve and maintain 4-year graduation rates for all students (70 percent), all minorities (59 percent), African-American students (51 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (58 percent). Maintain 6-year graduation rates for all students (80 percent), all minorities (74 percent), African-American students (71 percent), Hispanic students (80 percent), all first generation students (78 percent) and all Pell Grants disbursed during their first semester (68 percent).

<b>Performance Measures</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Act.</b>	<b>2020 Est.</b>	<b>2021 Est.</b>
Median (verbal and mathematics combined) SAT scores of first year entering class	1,165	1,150	1,130	1,180	1,185	1,175	1,175
Average high school GPA	3.39	3.36	3.34	3.33	3.38	3.38	3.40
Percent of entering first year class who are minorities	33%	28%	31%	27%	25%	33%	31%
Percent of entering first year class who originate from outside of Maryland	6%	7%	7%	9%	7%	6%	7%
Percent of entering first year class from first generation households	19%	19%	18%	25%	21%	22%	22%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	18%	21%	19%	20%	17%	22%	20%
Four-year graduation rate for all students	70%	72%	68%	63%	64%	65%	62%
Four-year graduation rate for all minorities	55%	63%	52%	59%	52%	55%	49%
Four-year graduation rate for African-American students	48%	48%	49%	46%	51%	59%	35%
Four-year graduation rate for Hispanic students	75%	67%	52%	68%	53%	44%	63%
Four-year graduation rate for all first generation students	68%	79%	60%	59%	60%	55%	58%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	66%	76%	57%	55%	60%	58%	49%
Six-year graduation rate for all students	79%	73%	78%	80%	77%	71%	70%
Six-year graduation rate for all minorities	85%	68%	67%	72%	67%	67%	62%
Six-year graduation rate for African-American students	87%	56%	55%	56%	69%	51%	66%
Six-year graduation rate for Hispanic students	86%	82%	81%	81%	68%	74%	55%
Six-year graduation rate for all first generation students	77%	69%	74%	85%	69%	62%	69%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	65%	69%	68%	84%	69%	62%	68%

# St. Mary's College of Maryland

**Obj. 2.3** The first to second-year retention rate will be 90 percent.

**Obj. 2.4** The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goal for full-time faculty and staff will be: all minorities (20 percent and 28 percent), and women (50 percent and 50 percent).

**Obj. 2.5** Ensure access for transfer students, particularly those from 2-year institutions. Achieve and maintain transfer students at 20 percent of the entering class each fall.

**Obj. 2.6** Achieve and maintain degree completion rates for transfer students at 60 percent for three-year graduation rates, and at 70 percent for four-year graduation rates.

First to second-year retention rate	86%	86%	87%	87%	82%	85%	86%
Percent minority of all full-time tenured or tenure-track faculty	17%	18%	16%	17%	16%	17%	18%
Percent women of all full-time tenured or tenure-track faculty	47%	47%	46%	51%	51%	51%	51%
Percent minority of all full-time (non-faculty) staff	23%	24%	24%	27%	29%	28%	28%
Percent women of all full-time (non-faculty) staff	57%	54%	55%	52%	57%	55%	55%
Percentage of entering fall class who are transfer students	21%	22%	25%	20%	22%	20%	20%
3-year graduation rate for all transfer students	61%	53%	62%	56%	62%	75%	74%
4-year graduation rate for all transfer students	67%	74%	62%	71%	74%	72%	80%

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

**Obj. 3.1** 72 percent of entering first-year student need is met by awarding any need-based aid.

**Obj. 3.2** Support persistence to graduation of students receiving need-based aid at entry. Achieve and maintain first-to-second year retention rates at 90 percent, four-year graduation rates at 70 percent, and six-year graduation rates at 80 percent for students receiving need-based aid in the first semester.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	71%	72%	72%	75%	73%	73%	73%
First-to-second year retention rate for students receiving need-based aid in the first semester	86%	86%	84%	80%	80%	81%	81%
Four-year graduation rate for students receiving need-based aid in the first semester	71%	75%	66%	61%	59%	58%	56%
Six-year graduation rate for students receiving need-based aid in the first semester	76%	72%	75%	81%	78%	67%	64%

# St. Mary's College of Maryland

**Goal 4. Increase student contributions to the Maryland community and to the state and national workforce.**

**Obj. 4.1** 65 percent of graduating seniors will have performed community service while at SMCM.

**Obj. 4.2** 45 percent of graduating seniors will have participated in a paid or unpaid internship.

**Obj. 4.3** The rate of employment among five-year out alumni will be 95 percent.

**Obj. 4.4** At least 50 percent of the five-year-out alumni of SMCM will pursue an advanced degree.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of graduating seniors who will have performed community service while at SMCM	62%	70%	79%	71%	69%	70%	70%
Percent of graduating seniors who fulfilled a paid or unpaid internship	40%	43%	45%	41%	40%	45%	45%
<sup>1</sup> Employment rate of five-year-out alumni	91%	98%	97%	98%	98%	98%	98%
Percent of alumni pursuing or obtained an advanced degree five years after graduation	48%	63%	60%	64%	67%	65%	65%

**NOTES**

<sup>1</sup> Due to issues encountered with the Alumni survey administration, numbers for 2014 and 2015 include extrapolated data based on previous years' reports.



**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
STUDENT LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019  
INFORMATION ITEM III.A.  
FY21-FY25 CAPITAL BUDGET REQUESTS**

Our capital request for FY21 through FY25 included construction funding for the New Academic and Auditorium Building, continued funding of infrastructure projects, funding for the renovation of Goodpaster Hall, and a revised request for the renovation of Montgomery Hall. Our request identifies essential institutional capital improvements, specifically needed for St Mary’s College of Maryland to be competitive and successful. The request included the addition of Montgomery Hall to the CIP, which was deferred from last year’s submission process, market escalation increases in FY22 for Schaefer HVAC replacement, and minor construction increases for the Goodpaster laboratory renovation.

Our request for State Capital funds as compared to the Governor’s CIP is summarized below (exclusive of Non-Budgeted funds).

	FY21	FY22	FY23	FY24	Total
Governor's FY21 CIP	\$32.8M	\$22.6M	\$3.1M	\$3.4M	\$61.9M
College Request	\$35.8M	\$25.6M	\$5.0M	\$5.2M	\$71.6M

**Priority 1 - New Academic and Auditorium Building** (See Information Item III.C. for details.)

**Priority 2 - Campus Infrastructure Improvements**

Requested funding for various infrastructure improvements in multiple phases to address critical deferred maintenance and renewal needs. Projects include improvements to building Heating Ventilation Air Condition (HVAC) systems, building envelopes, campus roadways, and other infrastructure needs.

The specific projects to be funded in each budget year have been adjusted, based on an updated evaluation of project priorities and opportunities for efficiencies in procurement and/or execution. The overall cost remains generally consistent with the Infrastructure CIP, with the exception of FY22 which is approximately \$60K over previous CIP. Estimates for the mechanical and HVAC replacement in Schaefer Hall were more extensive and expensive than previously understood. See attached for listing of infrastructure projects.

**Priority 3 - Goodpaster Hall**

As part of the FY20 Governor’s CIP, funds were provided for this project. Upon completion of the New Academic and Auditorium building in 2022, the College’s Educational Studies department will relocate from Goodpaster Hall. Consistent with the College’s 2012-2027 Master

Plan, the vacated space will be renovated to provide space needed in STEM programs. The existing classrooms and offices occupied by Educational Studies will be renovated into laboratory and office space to support instruction, as well as student and faculty research. The College will fund the design phase, and requested a \$125K increase in construction funding in FY23 to \$1.8M due to increased technical needs of the new labs and construction inflation. Specifically, Chemistry needs to add two wet labs with fume hoods to this project design to support current teaching and research needs.

**Priority 4 - Montgomery Hall Renovation**

Upon completion of the New Academic and Auditorium building in 2022, the College’s Music department will relocate from Montgomery Hall. Consistent with the College’s 2012-2027 Master Plan, the vacated space will be renovated to address space deficiencies in the Art and Art History program and the Theater program. The project scope includes an extensive renovation of the entire 40-year-old building. Due to the lack of surge space on campus to relocate programs from Montgomery Hall during the renovation, the project will be phased by building wing over several years. The College has deferred certain infrastructure projects planned for FY23 to support \$3.3M in design funds (split over FY23 and FY24) for the Montgomery Hall renovation planning. We requested consideration for renovation funding over a three-year period, starting in FY25. We estimate the total renovation cost at \$33.9M.

**STATE CAPITAL INFRASTRUCTURE PROJECT**

Calvert Hall HVAC Replacement Repair Campus Roads Phase II	FY21	\$ 4.4M
Schaefer Hall HVAC replacement Calvert Hall Window Replacement	FY22	\$ 4.1M
Montgomery and Calvert Hall UST Removal Kent Hall HVAC Replacement	FY23	\$ 1.6M
North Campus Nodal Loop Expansion & Controls Library/IT Emergency Generator Replacement Campus Fiber Infrastructure Upgrades Slate Roof Replacement – Historic Campus	FY24	\$ 3.4M
Schaefer Fume Hood Replacement Goodpaster Fume Hood Upgrades	FY25	\$ 3.8M
<b>TOTAL FUNDING</b>		<b>\$17.3M</b>

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019  
INFORMATION ITEM III.B.  
COMMEMORATION PROJECT UPDATE**

St. Mary's College of Maryland has commissioned the design firm RE:site, led by founders Norman Lee and Shane Allbritton, in association with poet Quenton Baker, to design *A Commemorative to Enslaved Peoples of Southern Maryland*.

“As artists, we are humbled by St. Mary's charge to create a memorial honoring the enslaved people who once lived, loved, worked, and resisted on the college grounds. The past is never dead, and history never leaves us. It is a privilege to be working on a project that attends to those the world has tried to forget, to erase, to bury beneath silence. We owe them our care and our attention and are honored to give all that we have. It is our hope that this work will make the invisible visible and invite deep reflection on our future as a community,” stated Shane Allbritton and Norman Lee, with Quenton Baker of RE:site.

The Commemorative proposed by RE:Site best met the project's goals and objectives in a memorable, creative, and thought-provoking way. More than \$550,000 has been secured for this initiative, including \$500,000 from the State of Maryland, and grants and donations provided by the Maryland Heritage Areas Authority, the Southern Maryland Heritage Area Consortium, and Elizabeth and Jeffrey Byrd.

The Maryland Board of Public Works (BPW) approved the contract in April 2019 and the design process is fully underway. We expect to receive Quenton Baker's redacted poetry recommendations in the November/December timeframe and after our approval the fabrication process will commence. It is anticipated that the installation of the Commemorative structure will occur in early summer 2020 and we are planning a community dedication ceremony for early September 2020.

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019  
INFORMATION ITEM III.C.  
CAPITAL PROJECT STATUS UPDATES**

**Jamie L. Roberts Stadium**

The contractors, RAD Sports and WM Davis Construction, transferred control of the facility to the College in late August 2019. The Jamie L. Roberts Stadium is completed and provides athletic facilities that are first-rate and the envy of St. Mary's competitors within the NCAA Division III, especially with its artificial turf field, the preferred surface for field hockey and lacrosse. The Department of Athletics manages the day-to-day activities and the usage of the facility. Feedback by patrons and athletes has been overwhelmingly positive. This facility is a game changer for the College's student athletes, sporting events, and community engagement, propelling Seahawk field hockey, lacrosse, and soccer to the next level.

The dedication ceremony and celebration honoring Jamie L. Roberts and her family on September 7, 2019 was very successful. The event was attended by several dignitaries, hundreds of guests, and by many individuals and organizations that were touched personally by Jamie during her lifetime.

**New Academic Building and Auditorium Design Update**

The West building will house classrooms and offices that will enhance the College's Educational Studies Program. Included in the design are study commons for students and a café, which will provide readily available snacks and drinks. The Main building will contain an auditorium with seating for 700 people, a large, curved glass lobby area, a recital hall, classrooms, offices, and studios for the Music Department. The auditorium will provide not only a beautiful venue in which our students can perform, but also a space for students, staff, faculty, and the community to attend guest performances, lectures, etc.

The architects of GWWO and the Gund Partnership have completed the final 95% Construction Document phase and the Construction Manager-at-Risk, Holder Construction Company, has released bid documents to potential sub-contractors as of late September 2019. It is anticipated by mid/late November that Holder Construction will provide the College with financial estimates for project completion through a guaranteed maximum price (GMP) scope.

For FY20, the Governor recommended, and the Maryland Legislature approved, the final \$1.9M in design fees and \$11.3M for initial construction costs. The Legislature pre-authorized \$28.2M in FY21 and \$17M in FY22 to complete construction. Construction is scheduled to begin in early 2020.

**Living Shoreline Project**

As part of the Route 5 traffic calming project, the College will eventually construct a raised boardwalk on pilings over that area leading to the North Fields, which will result in the partial loss of Wherrits Pond wetlands. To mitigate this loss, the College established an additional 11,000 square feet of shoreline wetlands area in the vicinity of St John's Pond, closest to the Queen Anne residence hall. A rock retaining barrier was installed to hold back the 11,000 square feet of dirt and sand to prevent it from leeching into the pond. The final stage included the planting of various species of marsh grasses, which are now thriving. This project helped to ensure both the safety of College students as well as enhance the landscape of the campus, and provide essential habitat for plant and animal species closest to the critical watershed zone.

**Trinity Church Sidewalk**

The new brick sidewalk is complete and provides a much-needed pedestrian path along Trinity Church Road. This sidewalk visually enhances the area and ensures the safety of students, faculty, staff, and visitors as they navigate the campus.

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019  
INFORMATION ITEM III.D.  
ALCOHOL TASK FORCE UPDATE**

An Alcohol Task Force Implementation Team was created to continue the work of and implement the recommendations that were made by the Alcohol Task Force last spring. The Implementation Team is comprised of Kyle Bishop, Assistant Dean of Students, Derek Young, Executive Director of Student Life, and Laurie Scherer, Director of the Wellness Center. Over the summer, the Implementation Team acquired grant funding from the St. Mary's County Health Department to purchase online alcohol education comprised of: 1. Training for all new students; 2. A refresher course for juniors; and 3. A sanctions course for students who are found responsible for violating the College's alcohol policy. The funding acquired from the Health Department will cover the cost of the online trainings for a period of three years. The online training was introduced to all new students in mid-August with the recommendation that they complete the training before coming to campus for fall orientation. Seventy percent of new students voluntarily completed the online training. The goal is for the online training to be mandatory for incoming students in the future.

Based on the recommendations and timeline that were developed by the Alcohol Task Force, the Implementation Team will be focusing on the following objectives this Academic Year:

1. Ensuring 24/7 Accessibility to Contraception
2. Developing a Campus-wide Strategic Plan
3. Increasing Alternative Programming
4. Developing a Parent and Family Resource Center
5. Assessing the Effectiveness of Alcohol Training for RA's

The team will also be planning for implementation of AY 20/21 objectives, which are:

1. Implementation of BASICS (an evidence based counseling approach mandated for students who violate the College's alcohol policy)
2. Increased Alcohol Screening Embedded in Specific Locations on Campus
3. Alternative Programming Assessment and Additional Implementation
4. Campus-wide Alcohol Reduction Media Campaign
5. Expansion of Safe Ride

**BOARD OF TRUSTEES  
ST. MARY'S COLLEGE OF MARYLAND  
CAMPUS LIFE AND FACILITIES COMMITTEE  
MEETING OF OCTOBER 18, 2019  
INFORMATION ITEM III.E.  
COMMISSIONED OFFICER UPDATE**

Special Police Officer Designation  
St. Mary's College of Maryland  
Office of Public Safety

The following proposal was discussed with the Executive Council and approved by the President on 9-16-19.

#### Definition

The Special Police Officer (SPO) Designation is given by the State of Maryland. Specific to our officers, the designation as an SPO would grant them full police power on the property of St. Mary's College of Maryland. This would give our officers the authority to detain people, arrest people, and direct traffic around campus. It would not give them permission to carry fire arms. It also would not give them police powers on Trinity Church property nor Historic St. Mary's City property.

#### Background

In the past, the Office of Public Safety regularly applied for officers to be designated as Special Police Officers (SPO) through the State of Maryland. This practice was ended 3-4 years ago because receiving SPO designation from the State requires no training and there was a concern about our staff having that responsibility with no additional training. Since then, the State has approved an 80-hour training program to be designated as an SPO. This program is currently recommended, not required, but the belief in the field is that it will eventually be a requirement.

#### Proposal

With the support of the Director and the support of the VP for Student Affairs/Dean of Students The Office of Public Safety proposes to allow approved officers to seek the SPO designation from the State upon the successful completion of the approved 80-hour training program.

#### Rationale

The Office of Public Safety currently has four officers who are SPO's. This includes the Director, the Assistant Director, one sergeant and one officer who was a prior Police Officer. The 80-hour training will benefit the staff by increasing their skills and abilities. The more training our officers have as a group, the safer the campus will be and the more confidence the campus community will have in the Department. Additionally, having the SPO as an option will create an internal incentive

and career path within the department that may help with the retention of officers. Lastly, the SPO option will increase staff morale by increasing the tools and skills they have to do their jobs more effectively.

#### Concerns

Some campus community members have raised concerns with Public Safety Officers having the ability to detain people. Currently, the Office of Public Safety has procedures and protocols for detaining individuals. These procedures were updated within the last year. Officers may detain a person if there are immediate safety concerns. Otherwise, they will consult with the senior officer on duty and the Director/Assistant Director in more serious situations. These safeguards would be put into place regarding arrest procedures.

Given the challenges we have had with the pay level of the officers and the retention of staff, an additional concern would be the impact on compensation if an officer achieves SPO designation. For both the officer position and sergeant position, this achievement should result in an appropriate level of compensation. Vice President Brown and Director Setlak are working with Vice President Pusecker and his staff to look at compensation and develop a skill development plan specific to Public Safety that will allow for compensation increases based on professional development. The SPO designation should be incorporated into this work.



**BOARD OF TRUSTEES  
BUILDINGS AND GROUNDS COMMITTEE**

**MINUTES**

**Date of Meeting:** May 7, 2019

**Status of Minutes:** Approved July 22, 2019

**Committee Members Present:** Committee Chair Donny Bryan '73, John Bell '95, Mike Dougherty, President Tuajuanda Jordan, Faculty Delegate Scott Mirabile

**Committee Members Absent:** Board Chair Sven Holmes

**Staff Member:** Paul Pusecker

**Others Present:** Kaitlin Aaby, Annie Angueira, Tom Brewer, Leonard Brown, Jim Cranmer, Carolyn Curry, Regina Faden, David Hautanen, Maury Schlesinger, Doria Stitts, Charlie Wilson, Anna Yates

**Executive Summary**

Committee Chair Donny Bryan '73 called the meeting to order at 2:03 p.m.

Commemoration Design Update

The firm RE:site, led by founders Norman Lee and Shane Allbritton, in association with poet Quenton Baker, has been commissioned to design *A Commemorative to Enslaved Peoples of Southern Maryland*. The State has provided \$500,000 for this initiative. Additional funding has been provided by the Maryland Heritage Areas Authority, the Southern Maryland Heritage Area Consortium, and Elizabeth and Jeffrey Byrd. The contract was approved by the Board of Public Works on April 24. Installation of the Commemorative structure is scheduled to occur during Spring 2020.

Jamie L. Roberts Stadium Update

The Building and Grounds Committee approved a budget of \$12.3M for the project during its April 20, 2018 meeting. The artificial turf field has been in use by the athletics department since August 2018. The stadium building is scheduled for substantial completion and building transfer to St. Mary's College of Maryland as of the second week of June 2019. Plans are in progress for a dedication/celebration ceremony honoring Jamie L. Roberts and her family on September 7, 2019.

New Academic Building and Auditorium Update

The Legislature approved the final \$1.9M in design fees and \$11.3M for initial construction costs. The Legislature pre-authorized \$28.2M in FY21 and \$17M in FY22 to complete construction. Construction is scheduled to begin in early 2020.

### Living Shoreline Project Update

Active site work began in early March 2019. A rock retaining barrier was created to prevent the 11,000 square feet of dirt and sand from entering into the pond. That portion is completed and the project now moves into the final stage and marsh grasses will be planted.

### Hilda C. Landers Library HVAC Controls Project

This project is funded from the Governor's FY20 Capital Infrastructure Program, which provided \$1.2M to replace technically obsolete and inefficient HVAC mechanical equipment and controls. Construction is expected to begin in early May 2019 and continue into early fall. The invasive interior work will be complete prior to the start of the fall semester. During the summer timeframe, the new Center for Inclusive Teaching and Learning will be constructed on the first floor of the Hilda C. Landers Library.

### Route 5 Overhead Utility Bury Project Update

The College is in preliminary discussions with Southern Maryland Electric Cooperative (SMECO) and Atlantic Broadband to execute a Memorandum of Understanding to facilitate the relocation of overhead utilities to underground distribution. The primary rationale for undertaking this project is related to safety and electric reliability and to improve sightlines along the St. Mary's River. At this point we do not have an approved Memorandum of Understanding with SMECO and are continuing discussions with respect to possible implementation.

## **Action Items**

### **II.A. Approval of the FY20 Plant Fund (Capital) Budget**

The Committee reviewed the proposed Priority A FY20 Plant Projects. The Finance, Investment, and Audit Committee reviewed these Priority A FY20 Plant projects and recommended approval at its April 17, 2019, meeting. Background information was provided and included a description of each Priority A project, a list of potential miscellaneous projects, and a summary of plant budget expenditures through March 31, 2019. A motion to approve the action item was made. The motion was seconded and approved unanimously.

### **II.B. Approval of the FY21-25 State Capital Budget Proposal**

The Finance, Investment, and Audit Committee reviewed the proposed capital budget submission and recommended approval at its April 17, 2019, meeting. The proposed FY21-FY25 State-funded capital budget includes a continuation of funding for the New Academic Building and Auditorium and various Campus Infrastructure Improvements. The College will also request funding for the design and construction of the Montgomery Hall renovations and construction funds for a limited renovation of Goodpaster Hall. A motion to approve the action item was made. The motion was seconded and approved unanimously.

### **II.C. Approval of the Annual Facilities Condition Report**

The Committee on Buildings and Grounds is charged with conducting an annual evaluation of the campus facilities and reporting its findings to the Board of Trustees. The Committee will present the annual report to the Board for approval. A motion to approve the action item was made. The motion was seconded and approved unanimously.

Meeting adjourned at 2:45 p.m.

**BOARD OF TRUSTEES  
ACADEMIC AFFAIRS AND STUDENT AFFAIRS COMMITTEES  
JOINT OPEN SESSION**

**MINUTES**

**Date of Meeting:** May 10, 2019

**Status of Minutes:** Approved October 11, 2019

**Academic Affairs Committee Members Present:** Committee Chair Peter Bruns, Susan Dyer, Board Chair Sven Holmes, Glen Ives, President Tuajuanda Jordan, Larry Leak '76, Ann McDaniel  
**Academic Affairs Committee Members Absent:** John Bullock

**Staff Member:** Michael Wick

**Student Affairs Committee Members Present:** John Bell '95, Co-Chair Lex Birney, Co-Chair Cindy Broyles '79, Elizabeth Graves '95, Peg Duchesne '77, Board Chair Sven Holmes, Justin Hoobler '19, President Tuajuanda Jordan, Larry Leak '76, Danielle Troyan '92

**Student Affairs Committee Members Absent:** Carlos Alcazar

**Staff Member:** Leonard Brown

**Others Present:** Betsy Barreto, Allison Boyle, Ann Marie Brady, Michael Bruckler, Carolyn Curry, Gail Harmon, Anne Harvey-Diggs, David Hautanen, Doug Hovland, Joan Pickett, Dan Pindell, Paul Pusecker, Jenny Sivak, Doria Stitts, Allan Wagaman '06, John Wobensmith '93, Anna Yates

**Executive Summary**

The Joint Meeting of the Academic Affairs and Student Affairs Committees was called to order at 10:00 a.m.

**LEAD Curriculum Initiative**

Provost and Dean of Faculty Michael Wick outlined the implementation structure for the Learning through Experiential and Applied Discovery (LEAD) curriculum including a detailed timeline. The implementation structure consists of four leadership teams: LEAD Implementation Team, Integrated Inquiry Pilot Development Team, “*ad hoc* First-year Experience Committee” and Global Scholars Development Team. The teams are comprised of faculty and staff members. Full implementation of the LEAD curriculum to take place in academic year 2021-2022. Chair Bruns asked Provost Wick to update the Committee next year on the Integrated Inquiry themes. Vice President for Student Affairs and Dean of Students Leonard Brown reported on the professional literacy pilot programs offered this spring semester. Of the 35 students enrolled, 27 reported to have found meaningful employment or internships. The Committee asked how transfer students would fulfil the Core requirements. Dr. Wick explained that the Career Center is developing different entry points in order to recognize and leverage past experiences. The Committee also inquired about the impact to students who change majors. Provost Wick replied that a change in the 1<sup>st</sup> or 2<sup>nd</sup> year would not complicate anything. A change in the 3<sup>rd</sup> or 4<sup>th</sup> year could lead to students repeating some of the major-specific professional development coursework. The Committee commended all who are involved in the implementation.

The meeting adjourned at 10:25 a.m.

Office of Admission



**Michael P. O'Brien Athletics and Recreation Center Gymnasium – Before and After**



The Jamie L Roberts Stadium Completed



## Parking Lot Z – Before and After



Lewis Quad – Before and After





## Schaefer Hall Student Commons - Before and After



**Waring Commons Entrances – Before and After**

