



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: September 15, 2026

Date of Next Meeting: TBD

Committee Chair: Nick Abrams '99

Committee Members: Board Chair John Bell '95, Peter Bruns, Katharine Fritz'04, President Rhonda Phillips, Jesse Price '92, Melanie Rosalez '92

Staff Members: Jerri Howland

Dashboard Metrics

None

Executive Summary

Information Items:

Vice President for Student Affairs

Vice President Howland will present a summary of her Board report including an update on the new student engagement platform, MySMCM, Student Spaces and updates on the retention study conducted by Kennedy and Compay. Dr. Howland's full report can be found on OnBoard.

Student Trustee

Student Trustee Julia Raiper will present a summary of her full board report which can be found on OnBoard.

Discussion Items:

Action Item: II.A. Endorsement of the 2026 Performance Accountability Report

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 rates, 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.

Action Item: II.B. Approval of the Non-Discrimination Policy and Procedures

The College is committed to maintaining an educational and employment environment free from unlawful discrimination, harassment, and retaliation on the basis of race, color, religion, sex

(including pregnancy and parental status), national origin, gender identity/expression, sexual orientation, ethnicity, age, marital status, physical or mental disability, protected veteran status, or any other characteristic protected by law. The College recognizes that diversity, equity, inclusion, accessibility, and mutual respect are essential to its educational mission and workplace culture. This policy establishes standards of conduct and procedures for addressing complaints of discrimination, harassment, and retaliation affecting students, faculty, staff, applicants, volunteers, contractors, visitors, and other participants in College programs and activities.



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
SEPTEMBER 15, 2026**

**OPEN SESSION
AGENDA**

I. DISCUSSION ITEMS

- A. Vice President for Student Affairs Report**
 - i. MySMCM – new Student Engagement Platform – Jeanette Modic guest
 - ii. Retention Study – Kennedy and Company
 - iii. Student Spaces
 - 1. Strategic Plan Goals
 - 2. Gathering Spaces
 - iv. Non-Discrimination Policy and Procedures – Katie Ringdahl guest
 - v. Introduction of Staff Senate President – Dan Pindell
- B. Student Trustee Report**
- C. Campus Life Committee Calendar**

II. ACTION ITEMS

- A. Endorsement of the 2026 Performance Accountability Report**
- B. Approval of the Non-Discrimination Policy and Procedures**

III. INFORMATION ITEMS

- A. 2026 Performance Accountability Report**
- B. Campus Climate Report**
- C. Approved minutes from April 22, 2026**



BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
VICE PRESIDENT FOR STUDENT AFFAIRS REPORT

Student Affairs held a retreat on July 23 to discuss key initiatives and programs for the upcoming academic year with the essential question, *What is Community?* as the theme. The topics discussed were 1) *Pathify*, a new campus experience platform, 2) creation of the new unit, Office of Civil Rights and Compliance (OCRC), 3) brainstorming session on what Student Affairs provides to students uniquely, and 4) where does the college see barriers in the student experience as part of the retention study. One recurring barrier was knowing what was happening on campus. In response, Student Affairs purchased and installed digital displays across campus. The displays are used to advertise events, post important information, and provide resources. The displays are strategically placed in places where students gather, there are two in the Learning Commons, two in the Michael P. O'Brien Athletics and Recreation Center (ARC), two in Glendening Hall, three in the Campus Center, one in Anne Arundel Hall and one in Goodpaster Hall. The entire campus has access to submit information to be displayed with the main audience being students. However, the most exciting news this summer was the completion of phase 1 of the Caroline Hall renovations by August 1, our second traditional hall to be renovated. The entire division feels the buzz in the air at the start of this new year with these changes taken place over the summer.

MySMCM

Pathify is the leading Campus Experience Platform (CXP), a unified hub connecting key technology the college already relies on into a seamless digital ecosystem. Pathify supports systems, data, forms, files, calendars, events, communications and resources. Pathify takes all the disparate systems and brings them all together into one. It creates a one-stop for students with web to mobile parity for tasks, notifications, announcements, and resources under our name *MySMCM*.

Student Affairs is the executive sponsor for the *MySMCM* implementation, helping to ensure the platform supports the student experience and coordinating participation from all units. The Office of Information Technology also serves as an executive sponsor providing leadership and technical planning, integrations and implementation. Communication and Marketing is the project lead, facilitating communication across all campus partners and overseeing the full project implementation and tracking progress.

MySMCM is a game changer for our campus, it places everything at one's fingertips (clubs, events, classes, directory, maps and email). Clubs and organizations and departments can create

communities, and student can receive direct messages (DMs), group chats, social media and share information.

Office of Civil Rights and Compliance

With the resignation of Rafael Zapata (*former Title VI Coordinator*) and promotion of Michele Carter (*former Title IX Coordinator*) to the Dean of Belonging and Signature Scholars Programs I needed to create one unit to merge the two roles/functions.

This summer Katie Ringdahl, former Title IX Investigator and Prevention Specialist, was appointed Interim Title IX and Title VI Coordinator under the Office of Civil Rights and Compliance (OCRC). OCRC now coordinates compliance for Title VI, Title IX, Clery, and campus climate. Katie brings experience as a former Public Safety Officer, and extensive training in Clery, Title IX, Title VI and VAWA. OCRC will be responsible for developing and implementing clear comprehensive policies for Title VI, Title IX, and bias response as well as providing and tracking prevention training.

As a result of the new 2024 Title IX regulations being rescinded back to the 2020 regulations, matters outside the scope of sexual misconduct are required to be carved out into a new stand-alone policy, the result is the new Non-Discrimination Policy and Procedures. Title VI, of the landmark Civil Rights Act of 1964, prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance. In August 2026 the U.S. Department of Education issued a Dear Colleague Letter (DCL) guidance addressing student discipline under Title VI of the Civil Rights Act of 1964. The guidance emphasized that while Title VI prohibits intentional discrimination (or disparate treatment) based on race, color, or national origin, it does not prohibit disparate impact, which has in some cases previously been evidenced by statistical disparities alone. At the same time, schools may not use race to determine discipline.

In Executive Order 14168, *Defending Women From Gender Ideology Extremism And Restoring Biological Truth to the Federal Government*, sex discrimination no longer includes “gender identity”, sex shall only refer to an individual’s immutable biological classification as either male or female. Further the order states when administering or enforcing sex-based distinctions, every agency and all Federal employees acting in an official capacity on behalf of their agency shall use the term “sex” and not “gender” in all applicable Federal policies and documents. It applies broadly to executive departments and agencies, altering federal guidance on Title IX, workplace rules and non-discrimination policies.

The previous non-discrimination policy approved by the board was in May 2021, but it did not include the new Title VI definitions.

Student Spaces

In the current strategic plan, *Excellence Reimagined: Honors at the Helm*, under the priority area, Infrastructure and Technology, there are two goals that pertain to student spaces, enhance student facing spaces and ensure a cycle of continuous improvement of campus facilities, below is an update on the planning:

1. Moderation of Caroline Hall – completed phase 1 August 2026
2. Establishing a Student Success Center: one-stop shop for student facing offices – plans are under way with a proposal being presented to the Campus Space Committee in October
3. Develop and enhance recreational spaces
 - I. Commuter Student Lounge – Soft opening in September 2026, awaiting furniture and card access to be operational to hold an open house
 - II. Traditional Halls Recreational Rooms – Planning focus groups in September 2026 with resident in each hall to solicit ideas to reimagine the spaces

The Hilda C. Landers Library renovation began this summer. As a result, the library study rooms on the second floor, heavily used by students, are off-line for the Fall semester. This creates a huge burden for upper class students as they do not have study rooms available in their living spaces similar to the traditional first-year halls. An alternative is the Learning Commons however it is not large enough to accommodate everyone on North Campus. Student Affairs has proposed utilizing the second floor of the Campus Center and the lobby of Glendening Hall and outfitting these spaces with tables and chairs for use by students with building hours being extended. A meeting with Provost Gantz is scheduled to review other academic building spaces which can be extended to students in the evenings to study and host club meetings and events.

Kennedy and Company

Kennedy & Company (K & Co.) is a higher education consulting firm founded in 2013 to provide institutions with a differentiated advisory model to address strategic questions. K & Co. employs over 40 personnel who have decades of experience in higher education and consulting in more than 200 institutions to solve problems related to strategic planning, faculty productivity, financial sustainability, new academic offerings and enrollment strategies. In January 2026 K & Co. was acquired by Human Capital Education (HCE). Enrollment Management already works with HCE on our strategic enrollment strategies. SMCM hired K & C. to conduct a retention analysis study. The goals are to review the retention data we have currently to identify risks, identification of best practices, policies, and mechanisms to increase student retention in years 1 and 2, and in later years, and formulation of actionable recommendations to increase year-over-year retention and successful graduation of SMCM students. The retention analysis work plan consists of:

- I. Current State Analysis
- II. Competitor Review
- III. Predictive Model Development and Testing
- IV. Strategic Retention Recommendations

The retention analysis kickoff in July with the steering committee, David Hautanen, Katie Gantz, Anne Marie Brady and Jerri Howland. The steering committee holds weekly meetings with K & Co. to discuss plan, discovery interviews, data collection, identify constituents and plan campus visits. K & Co. has held preliminary zoom interviews with staff in St. Mary's leadership, Academic Affairs, Student Affairs, Financial Assistance/Business, Enrollment Management,

faculty advisors, and student groups. They came to campus on August 25 to meet in person with groups, and tour campus, second visit is scheduled for September 15. At this visit they will provide a summary of their analysis to the Leadership Council and meet with remaining student groups (commuter students, Student Government Association, Signature Scholars, and Peer Academic Success Specialist (PASS)). In addition, they have sent out a survey to the campus to solicit feedback from other staff and unaffiliated students.

With the buzz in the air, three weeks in, this semester is gearing up to be an exciting busy semester. Let's Go Seahawks!

ST MARY'S

COLLEGE of MARYLAND

The National Public Honors College

BOARD OF TRUSTEES CAMPUS LIFE COMMITTEE STUDENT TRUSTEE REPORT SEPTEMBER 15, 2026

A beautiful new semester at St. Mary's College of Maryland kicked off on August 28th with Opening Convocation. The entire campus was welcomed by inspirational words from Dr. Phillips, poignant counsel from our vice presidents, encouragement from Student Body President Gillian Brewer, and a hilarious, tear-jerking speech from Dr. Diego Villada. This year's theme, "What is Community?" took center stage at orientation, as new students traveled to do volunteer work in our St. Mary's community, building relationships and giving back at the Kate Chandler Farm, Habitat for Humanity, Historic St. Mary's City, the Greenwell Foundation, and more. The campus as a whole has joyously embraced this theme with the Involvement Fair, featuring nonprofit organizations, and the SMCM Community Hour. Students are eager to see what more is to come.

The Campus Bookstore Transition

Over the summer, the announcement of Barnes and Noble as the winning bidder for the Campus Bookstore and Daily Grind operations was met with deep concern from the student body, staff, and the alumni community. Petitions circulated online as students cried out over social media against this change. Many directly contacted the Maryland Board of Public Works to state their apprehension. Over Alumni Weekend, many alumni expressed their dismay and spoke about discontinuing their donations. As a small, tight-knit community that values authenticity, creativity, and relationships over all else, this response is not unexpected. While the administration and the Board have fought hard to preserve the most iconic and student-centered components of the Daily Grind amidst this transition and select student employees of the campus bookstore are set to participate in the RFP transition committee, the campus as a whole is feeling frustrated by the lack of information and updates they have received. The student reception of the bookstore outsourcing exposes a much bigger problem on campus. Students have expressed that they do not feel they can trust the Board and administration to communicate major campus changes in a timely and honest manner. As the RFP transition moves forward, students need regular updates and clear language to define standard business procedures, even when there are no significant developments to report.

Student Sentiment Surrounding AI

As AI becomes more prevalent in the workplace and technology in our daily lives, St. Mary's students continue their vehement opposition to AI in the classroom, their work, and their communities. Already in the first few weeks of the semester, students have become fixated on AI generated imagery on campus, resulting in a lack of trust and a loss of respect for the offices on campus that put out these graphics. Students feel strongly about the water waste and substantial negative environmental impacts resulting from the use of generative AI and they often find errors in the AI generated imagery that may attempt to depict campus. With the addition of Canva Pro as a free resource available to all students, faculty, and staff, students are expressing frustration with the continued use of AI in the creation of flyers and other such materials.

Despite this negative perspective on AI, students continue to use it for coursework, sometimes when it is completely prohibited in a class. This dissonance could stem from many issues, including burnout, time management issues, lack of confidence in accessing resources, and reliance on AI from high school. Data from Kennedy and Company may prove useful in assessing reasons for student burnout. The new MySMCM app will make resources more accessible and remove potential barriers for student engagement. Overall, it's likely that attempts from various offices on campus to promote AI materials and AI resources will continue to be met with strong opposition, to the detriment of the relationship between the student body and administration on campus.

Library Renovations and the Third Spaces Squeeze

With the library renovation scheduled to last through the fall semester, students are already feeling an additional squeeze on the "third spaces" on campus. For now, we are seeing a delayed impact of the elimination of the first floor of the library because the warm weather allows students to utilize outdoor study spaces. However, as the only place on campus where students can gather in large groups to work, socialize, and spend time outside of their homes, workplaces, or classrooms, the library is a major community space. Its loss has significantly impacted the students.

In anticipation of the weather changing, students are already predicting feeling trapped in their homes and seeing overcrowding in spaces such as the Daily Grind, Brew'd Awakening, and the Learning Commons. Plans are in place to create more seating in the campus center and to extend open hours for the campus center and select academic buildings. Regular communication about these newly-designated third spaces will be essential to promoting their use, especially to new students who are unfamiliar with the more niche corners of campus. Nevertheless, the need for third spaces on North Campus is increasingly acute. Students in traditional dorms are able to utilize study rooms, the recreation room, and the lobby of their building, while in North Campus students have to trek to academic buildings (which are closed on weekends) or the Learning Commons (which does not provide food during evenings and weekends) to leave their homes.

Simply put: students want more accessible comfy spaces around campus where they can talk and study socially.

Historic St. Mary's City in the Spotlight

With the imminent opening of the new visitors center at Historic St. Mary's City and the extended hours of Angelika's, students are spending more time at our resident living history museum than ever. Students are hoping that an agreement could be reached with Angelika's to allow Flex as payment to expand their dining options on campus, particularly on weekends. There are developing plans to create more community and academic connections with Historic, including jointly hosting the annual Mid-Atlantic Phi Alpha Theta National History Honors Society conference this April. The conference will accept papers from students across academic disciplines at St. Mary's and from colleges across the region. Elevating this conference on campus, with participation from the Three Cs and other local historical entities like Historic Sotterley, the Southern Maryland National Heritage Area, and Piscataway Park could be a major opportunity to help answer the question "What is Community?"

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

ACTION ITEM II.A.

**ENDORSEMENT OF THE 2026 PERFORMANCE
ACCOUNTABILITY REPORT**

RECOMMENDATION

The Campus Life Committee recommends that the Board of Trustees approve the 2026 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 rates, 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
BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE**

ACTION ITEM II.B.

NON-DISCRIMINATION POLICY AND PROCEDURES

RECOMMENDATION

The Campus Life Committee recommends that the Board of Trustees approve the Non-Discrimination Policy and Procedures.

RATIONALE

The College is committed to maintaining an educational and employment environment free from unlawful discrimination, harassment, and retaliation on the basis of race, color, religion, sex (including pregnancy and parental status), national origin, gender identity/expression, sexual orientation, ethnicity, age, marital status, physical or mental disability, protected veteran status, or any other characteristic protected by law. The College recognizes that diversity, equity, inclusion, accessibility, and mutual respect are essential to its educational mission and workplace culture. This policy establishes standards of conduct and procedures for addressing complaints of discrimination, harassment, and retaliation affecting students, faculty, staff, applicants, volunteers, contractors, visitors, and other participants in College programs and activities.

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. Analysis of Goals and Objectives (*Aligned with State Plan Goals*)

Goal 1: Ensure a high quality and rigorous academic program. (*Success, Innovation*)

Objective 1.1: SMCM places intentional emphasis on student completion of high-impact practices (HIPs), setting aggressive targets and providing opportunities to meet them. Students in the Class of 2026 completed an average of four HIP experiences each, and both targets were met or surpassed (100% completed at least two and 93% completed at least three HIPs). The high level of participation observed over the past three years likely reflects both the impact of the LEAD curriculum, which emphasizes experiential learning, and continued recovery from the decline of pandemic-affected graduating classes. SMCM continues to actively increase and encourage HIP opportunities for all students, particularly internships, research experiences, and international experiences, three HIPs that are guaranteed as part of the Honors College Promise.

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty with high individual contact. Full-time faculty continue to teach the great majority (87%) of undergraduate credit hours. Since 2020 there has been an increase in part-time faculty, largely due to SMCM's engagement of expert practitioners in a variety of fields to teach courses in the professional pathways course sequence of the LEAD curriculum. Students benefit from learning with these professionals while taking the majority of their traditional coursework with full-time faculty. Finally, the undergraduate student-faculty ratio has been at 10:1 for the past five years, more pedagogically favorable than the target of 12:1 yet more financially sustainable than the 9:1 ratio reported in 2020 and 2021. The increase in part-time faculty teaching the professional pathways courses has contributed to keeping the student-faculty ratio low; without those adjunct faculty, the ratio would be approximately 10.5:1.

Peer Benchmarks: According to the most recent available data (Fall 2024), at 10:1, SMCM has one of the lowest (most favorable for the student experience) student-faculty ratios among the traditional four-year public institutions in Maryland, which average 15:1. The SMCM student-faculty ratio is fourth lowest among the 27 Council of Public Liberal Arts Colleges (COPLAC) institutions, which also average 15:1; and is on par with Maryland private institutions' and peer institutions' average of 11:1, and aspirant institutions which average 9:1. (*Source: IPEDS Data Center*)

Goal 2: Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff. (*Access, Success*)

Objective 2.1: All entering class demographic targets were met or exceeded this year. After several years of steady but slow increases, the percentage of incoming students who identify as students of color reached 39% with the Fall 2025 class, exceeding the target of 33% set two years ago. This is a substantial and sustained improvement from about a decade ago when the percentage averaged only 20% (data not shown). Entering class targets were exceeded for first generation college students for the ninth consecutive year, for the out-of-state population for the fifth consecutive year, and for Pell recipients for the fourth consecutive year. High school academic performance of the entering class remains strong; the average GPA of incoming students (3.49, unweighted) surpassed the target of 3.40 for the fifth consecutive year.

Objective 2.2: Both four-year graduation rates (Fall 2022 cohort graduating by Summer 2026) and six-year graduation rates (Fall 2020 cohort graduating by Summer 2026) were below targets for all groups. Note that graduation targets for students from underrepresented groups were reset to aspirational levels four years ago to reflect SMCM's commitment to narrowing equity gaps in student success. Based on currently available data, the four-year graduation rate is on track to meet the 70% target in two years. To ensure this success, SMCM will focus on providing all students with resources and strategies to support timely graduation, with particular emphasis on students from historically underrepresented groups. SMCM's newly adopted 2026-29 strategic plan, *Excellence Reimagined*, contains several initiatives aimed at improving student retention and persistence to graduation. Also, SMCM is in the midst of implementing its Integrated Retention Strategic Plan which explicitly engages faculty and staff across the institution to enhance community cohesiveness, support and mentor students, and cultivate a service-oriented culture, and has engaged with multiple external partners to deepen institutional understanding of factors driving student persistence. For entering first generation students, the *Sum primus* ("I am first") program offers extended pre-orientation activities, focusing on students' academic, financial, and social preparedness for an honors-level undergraduate experience, as well as cohort-building.

Peer Benchmarks: Based on the most recent national comparison data available (FY22), SMCM's overall four-year graduation rate (60% for the 2018 entering cohort graduating by 2022) exceeded those of other COPLAC institutions and other Maryland public and private four-year institutions, and nearly equaled the average rate at 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, SMCM's four-year graduation rates for African American and Hispanic students were consistently above the corresponding rates at other COPLAC and Maryland public institutions, but fell below the comparison rates at Maryland private and national peer institutions. Benchmark four-year graduation rates for Pell recipients are not available from IPEDS.

Four-Year Graduation Rates, FY22 (Fall 2018 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	1	60%	41%	37%	42%
COPLAC	27	40%	31%	27%	36%
MD Public	11	32%	29%	28%	29%
MD Private	9	57%	50%	41%	51%
Peer	12	61%	56%	54%	60%
Aspirant	6	79%	78%	74%	75%

Source: IPEDS Data Center

Similarly, for six-year graduation rates, the most recent IPEDS comparison data available (FY24) reveal that SMCM's overall rate in that year (70%, for the 2018 entering cohort) exceeded that of other COPLAC, Maryland public and Maryland private institutions, and nearly equaled that of peer institutions. As shown below, SMCM's six-year rates for students of color, Pell recipients, and need-based aid recipients also generally met or exceeded rates at COPLAC and Maryland public institutions, but were more variable in comparison to Maryland private and peer institutions.

Six Year Graduation Rates, FY24 (Fall 2018 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need Based Aid
SMCM	1	70%	53%	42%	58%	67%	62%
COPLAC	27	53%	45%	41%	48%	46%	48%
MD Public	11	49%	48%	47%	48%	45%	47%
MD Private	9	64%	58%	49%	59%	58%	62%
Peer	12	71%	67%	66%	70%	67%	69%
Aspirant	6	88%	87%	85%	86%	89%	89%

Source: IPEDS Data Center

Objective 2.3: The second-year retention rate of 82% for FY26 reflects a return to 2023 and 2024 levels. This retention rate still exceeds many benchmarks, and as mentioned above, retention is a key focus of the *Excellence Reimagined* strategic plan.

Peer Benchmarks: Based on the most recent data available (FY25), SMCM's first-to-second year retention rate last year (86%) continued to match or exceed those of COPLAC institutions (average = 74%), Maryland public four-year institutions (average = 72%), Maryland private institutions (average = 78%), and peer institutions (average = 82%), many of which are private. Retention rates at aspirant private institutions averaged 93%,

supporting SMCM's aspirational target of 90%. *(Source: IPEDS Data Center)*

Objective 2.4: SMCM continues to work to maintain a diverse faculty and staff. Gender parity returned in FY26 after being down for two consecutive years. Employee diversity targets were reset to 33% three years ago to match the student diversity goal, and this target was met for the second consecutive year for full-time staff (34%). The faculty metric rose to an all-time high of 30% in FY26, doubling the rate of 15% observed in FY20. In addition to SMCM's portfolio of faculty mentoring and professional development resources, recent efforts to advance an inclusive learning environment (the Ross Fellows cluster hire initiative) and to diversify search processes have been successful in advancing toward this goal; over the past five years, 50% of newly hired full-time faculty (ranging from 33% to 70% per year) have been faculty of color, and 92% of them have been retained to date.

Objective 2.5: Between FY14 and FY20, SMCM met or exceeded the target of an entering class that contains 20% transfer students each year. However, as the size of the first year entering class has rebounded, the percentage fell to 17% in FY21 and has remained under the target since then; a reconsideration of the target will be undertaken soon. SMCM will continue to devote resources toward recruiting transfer students, and efforts by the Transfer Recruitment, Admission, and Services unit (established in 2023) to enhance the transfer student experience successfully resulted in increased transfer student enrollment for the entering class in Fall 2025, and the unit is well positioned to grow transfer enrollment in the coming years.

Objective 2.6: Among transfer students, both the three year-graduation rate (67%, Fall 2023 entering students graduating by 2026) and four-year graduation rate (77%, Fall 2022 entering students graduating by 2026) exceeded the set targets (60% and 70%, respectively) by 7 percentage points each. Analysis of all transfer students' degree progress suggests that three- and four-year graduation rates will increase further over the next two years. Continued development and refinement of articulation agreements with Maryland two-year institutions will facilitate transfer students' timely progress toward the baccalaureate degree.

Peer Benchmarks: Benchmark information for transfer student four-year rates is available from IPEDS, but with quite a delay. The most recently available data is from transfer students who entered during 2016-17 and graduated by 2020. In that year, SMCM's four-year graduation rate for transfer students (68%) exceeded the average rates for Maryland public (54%) and COPLAC institutions (55%), and nearly matched those for private four-year institutions (69%), mainly private peer institutions (72%), and all-private aspirant institutions (73%). *(Source: IPEDS Data Center)*

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

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: Both four-year and six-year graduation rates among students receiving need-based aid (Pell grant or Direct Stafford loan) were low this year, similar to other cohort groups as

discussed above for Objective 2.2. First to second year retention was similarly low at 79%. Given the particularly sensitive financial situation of students receiving need-based aid, these gaps warrant increased attention.

Peer Benchmarks: Discussed under Objective 2.2 above.

Goal 4: Increase student contributions to the Maryland community and to the state and national workforce. (Success, Innovation)

Objectives 4.1, 4.2, 4.3, and 4.4: Community service participation in FY26 was 52%, which did not meet the target of 65% but is a substantial rise from an average of 40% over the last four years. It is unclear whether recent low rates, after several years of higher participation (65-70% before 2021), result from a lingering effect of the pandemic, changes in student priorities, or are related to the availability of community service opportunities. The Office of Career Development and Community Engagement is focused on expanding community leadership and service opportunities for students, through such efforts as “Hawks in the Community” during new student orientation; an annual Nonprofit Expo; multiple Days of Service throughout the academic year; and Volunteer Week each spring. Additionally, the office works with faculty and staff to incorporate service projects into courses and co-curricular activities, and hosts the Navigator Leadership Program, a noncredit certificate program during which students complete a community-based project in partnership with a local organization. Internship participation increased to 61% participation, continuing a three-year climb and surpassing the 45% target. This is likely attributed to the continued expansion of the professional skills component of the LEAD curriculum and expanded support for internships. The six-month employment rate declined to 35% this year, well below the target; however, as observed in past years, there was a substantial increase in the six-month continuing education rate (36% to 56%) for the Class of 2025, which continues to surpass the target. Together, these shifts suggest that SMCM graduates remain on target for success after graduation; a total of 91% of graduates are either employed or continuing their education, consistent with the past several years.

Peer Benchmarks: Benchmarks for the six-month employment and continuing education rate come from the nationally administered First Destination Survey and are for Carnegie Baccalaureate Arts & Sciences institutions. For the Class of 2024, the most recent graduating class for which benchmark data is available, SMCM’s employment rate was 53% and the national rate was 65%, while SMCM’s continuing education rate was 36% and the national rate was 23%. The total Career Outcome Rate (rate of graduates with a “positive career outcome”, such as employment, continuing education, fellowship, or service experience) for the SMCM Class of 2024 was 90%, similar to the national rate of 92%; for the seven years prior, SMCM’s career outcome rate met or exceeded the national rate by as much as 5 percentage points. These numbers illustrate that SMCM graduates enjoy a high rate of post-graduate success, and are more likely than similar college graduates nationwide to choose to continue their education (rather than enter the job market) just after graduation. (Source: National Association of Colleges and Employers (NACE) First Destinations for the Class of 2024 Report)

B. Response to Commission Questions

1. How were the benchmarks for your institution's Performance Accountability Report (PAR)/Managing for Results (MFR) metrics established for the current cycle? If a benchmark has not been established for a particular metric, please explain why and describe how your institution tracks progress and holds itself accountable for improvement in that area. Please describe the process used to set targets, including the role of institutional data, historical trends, peer comparisons, or strategic priorities. Please state your current MFR cycle in your response (e.g., 2026-2030 or 2026-2029).

Targets for St. Mary's College of Maryland metrics are both aspirational and realistic, and are set based on a combination of historical data, peer performance, and strategic goals. Every metric has a corresponding target. Some examples:

- The current target for "Percent of entering first year class who identify as members of historically underrepresented racial/ethnic groups" (M203) is 33%, raised in 2022 from 25% after that target was exceeded for four consecutive years. At the same time, the targets for percentages of full-time faculty and staff from underrepresented groups (M220, M222) were also set to 33% to match the student expectation.
- Graduation rate overall targets (four-year, M207 and six-year, M213) are set at historically attainable levels, and corresponding targets for underrepresented subgroups are set high to emphasize the importance of eliminating equity gaps.
- Recruitment targets are set in accordance with the goals established by the Division of Enrollment Management, which in turn align with the targets of the current SMCM Strategic Plan.

2. Please describe the role of your institution's governing body in monitoring progress toward PAR/MFR accountability metrics. How are these metrics communicated to the governing body, and how does the governing body use this information to support institutional improvement and accountability?

The PAR and MFR accountability metrics are presented for discussion and approval to the Board of Trustees annually each fall. Reports including these metrics are specifically shared and discussed by Trustees during Committee meetings which include, at minimum, the Academic Affairs Committee, the Campus Life Committee, and the Finance, Investment, and Audit Committee. Once reviewed and approved for recommendation to the full Board by each of these three Committees, the same process occurs. Trustees may request clarification of any metric, additional discussion on metric performance and strategic efforts related to any metric, supporting data, and/or formal presentations by College leadership. The Board may also subsequently recommend or require that the College focus staff, time, and/or additional resources toward individual metrics as concerns may arise during each full Board meeting, as well as during the College's annual budgeting process, strategic planning process, or audit and evaluation process.

Agency Name: St. Mary's College of Maryland

Agency Budget Code: R14

Mission:

St. Mary's College of Maryland (SMCM) 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.

Agency Website:

<http://www.smcm.edu/>

Key Goals, Objectives, and Performance Measures

- Goal 1:**
- Objective 1.1

Objective 1.2

Objective 1.3
- Ensure a high quality and rigorous academic program.**

All graduating students will participate in at least two high-impact practices, and at least 80 percent of the graduating class will participate in at least three high-impact practices.

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.

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	2022 Actual	2023 Actual	2024 Actual	2025 Actual	2026 Actual	2027 Estimate	2028 Estimate	Footnote Number
Percent of the graduating class successfully completing at least two high-impact practices	97%	99%	100%	100%	100%	100%	100%	
Percent of the graduating class successfully completing at least three high-impact practices	76%	83%	96%	96%	93%	95%	95%	
	97%	96%	93%	95%	94%	94%	94%	
Percent of all full-time faculty who have terminal degrees								
Percent of undergraduate credit hours taught by full-time faculty	80%	84%	86%	83%	87%	86%	87%	
Undergraduate student to faculty ratio	10:1	10:1	10:1	10:1	10:1	10:1	10:1	

- Goal 2:**
- Objective 2.1

Objective 2.2
- Recruit, support, and retain a diverse and qualified group of students, faculty and administrative staff who will contribute to and benefit from the college.**

Recruit a qualified and diverse entering class with the following attributes: Average high school grade point average (GPA) of at least 3.40 (4 point scale), enroll at least 10 percent of the entering class from outside of Maryland.

Achieve and maintain 4-year graduation rates for all students (70 percent), students from all historically underrepresented racial/ethnic groups (65 percent), African American students (60 percent), Hispanic students (55 percent), and first generation students (50 percent).

Performance Measures	2022 Actual	2023 Actual	2024 Actual	2025 Actual	2026 Actual	2027 Estimate	2028 Estimate	Footnote Number
Average high school grade point average	3.45	3.5	3.49	3.51	3.49	3.45	3.45	
Percent of entering first year class who identify as members of historically underrepresented racial/ethnic groups	31%	31%	30%	32%	39%	38%	38%	
Percent of entering first year class who originate from outside of Maryland	11%	13%	14%	13%	13%	15%	15%	
Percent of entering first year class from first generation households	21%	25%	28%	23%	27%	28%	28%	
Percent of entering first year class receiving Pell Grants disbursed during their first semester	18%	20%	22%	23%	29%	26%	26%	
Four-year graduation rate for all students	60%	56%	60%	63%	59%	67%	70%	
Four-year graduation rate for students from historically underrepresented racial/ethnic groups	41%	50%	49%	56%	56%	63%	62%	
	37%	41%	54%	64%	45%	52%	56%	
Four-year graduation rate for African-American students								
Four-year graduation rate for Hispanic students	42%	52%	50%	45%	60%	74%	63%	
	57%	44%	53%	57%	52%	59%	62%	
Four-year graduation rate for all first generation students								
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	58%	46%	56%	60%	54%	53%	60%	
Six-year graduation rate for all students	71%	68%	70%	65%	69%	71%	66%	
Six-year graduation rate for students from historically underrepresented racial/ethnic groups	60%	54%	53%	57%	58%	64%	66%	

Six-year graduation rate for African-American students	59%	44%	42%	51%	68%	69%	59%
Six-year graduation rate for Hispanic students	50%	52%	58%	60%	53%	55%	72%
Six-year graduation rate for all first generation students	63%	58%	67%	55%	58%	60%	60%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	65%	48%	67%	61%	63%	66%	57%

Objective 2.3	The first to second-year retention rate will be 90 percent.
Objective 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 goals for full-
Objective 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 f
Objective 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 rat

Performance Measures	2022 Actual	2023 Actual	2024 Actual	2025 Actual	2026 Actual	2027 Estimate	2028 Estimate	Footnote Number
First to second-year retention rate	85%	82%	81%	86%	82%	85%	86%	
Percent of all full-time tenured or tenure-track faculty who identify as members of historically underrepresented racial/ethnic groups	18%	19%	21%	28%	30%	31%	33%	
Percent women of all full-time tenured or tenure-track faculty	50%	50%	48%	46%	50%	50%	50%	
Percent of all full-time (non-faculty) staff who identify as members of historically underrepresented racial/ethnic groups	30%	27%	31%	33%	34%	34%	35%	
Percent women of all full-time (non-faculty) staff	58%	61%	60%	60%	60%	60%	60%	
Percentage of entering fall class who are transfer students	18%	15%	14%	15%	17%	16%	18%	
3-year graduation rate for all transfer students	64%	56%	62%	71%	67%	75%	83%	
4-year graduation rate for all transfer students	74%	70%	62%	69%	77%	76%	80%	

Goal 3:	Ensure access for students with financial need through a strategic combination of federal, state, private, and institutional funds.
Objective 3.1	72 percent of entering first-year student need is met by awarding any need-based aid.
Objective 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-ye

Performance Measures	2022 Actual	2023 Actual	2024 Actual	2025 Actual	2026 Actual	2027 Estimate	2028 Estimate	Footnote Number
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	84%	84%	87%	80%	88%	85%	85%	
First-to-second year retention rate for students receiving need-based aid in the first semester	87%	84%	83%	84%	79%	82%	84%	
Four-year graduation rate for students receiving need-based aid in the first semester	54%	46%	57%	63%	56%	58%	64%	
Six-year graduation rate for students receiving need-based aid in the first semester	64%	63%	62%	55%	64%	66%	63%	

Goal 4:	Increase student contributions to the Maryland community and to the state and national workforce.
Objective 4.1	65 percent of graduating seniors will have performed community service while at St. Mary's College of Maryland.
Objective 4.2	45 percent of graduating seniors will have participated in a paid or unpaid internship.
Objective 4.3	The rate of employment within six months of graduation will be at least 67 percent.

Objective 4.4

The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2022 Actual	2023 Actual	2024 Actual	2025 Actual	2026 Actual	2027 Estimate	2028 Estimate	Footnote Number
Percent of graduating seniors who will have performed community service while at St. Mary’s College of Maryland	39%	37%	40%	40%	52%	58%	65%	
Percent of graduating seniors who fulfilled a paid or unpaid internship	47%	38%	49%	53%	61%	55%	55%	
Employment rate of graduates within six months of graduation	61%	67%	65%	53%	35%	50%	50%	
Percent of graduates continuing their education (at any level) within six months of graduation	35%	28%	30%	36%	56%	50%	50%	

**St. Mary's College of Maryland
Non-Discrimination Policy and Procedures**

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I. Policy Statement

St. Mary's College of Maryland ("**SMCM**" or the "**College**") is fully committed to equal employment and educational opportunities for its employees and students. The College is also committed to maintaining an educational and employment environment free from unlawful discrimination, harassment, and retaliation on the basis of race, color, religion, sex (including pregnancy and parental status), national origin, gender identity/expression, sexual orientation, ethnicity, age, marital status, physical or mental disability, protected veteran status, or any other characteristic protected by law.

The College recognizes that diversity, equity, inclusion, accessibility, and mutual respect are essential to its educational mission and workplace culture. This policy establishes standards of conduct and procedures for addressing complaints of discrimination, harassment, and retaliation

affecting students, faculty, staff, applicants, volunteers, contractors, visitors, and other participants in College programs and activities.

Employment decisions, educational opportunities, admissions decisions, financial aid, promotion, tenure, compensation, discipline, and all other institutional actions shall be administered without unlawful discrimination.

Administration of this Policy

Responsibility for administering this policy depends upon the nature of the alleged discrimination and the status of the individual affected.

Student and Educational Matters. The Title VI Coordinator is responsible for the College's compliance with Title VI of the Civil Rights Act of 1964 and for coordinating the College's response to allegations of discrimination or harassment based on race, color, or national origin, including shared ancestry and ethnic characteristics, that affect students' access to or participation in the College's education programs or activities.

Employment Matters. The Associate Vice President of Human Resources is responsible for complaints of employment discrimination and harassment arising under Title VII of the Civil Rights Act of 1964 and other applicable employment discrimination laws and College policies.

Title IX Matters. The Title IX Coordinator is responsible for the College's compliance with Title IX and retains oversight of all matters arising under the College's Title IX policies and procedures. The Associate Vice President of Human Resources serves as a Deputy Title IX Coordinator and may be delegated responsibility by the Title IX Coordinator for matters involving employees. Such delegation does not transfer the Title IX Coordinator's responsibility for oversight of the College's Title IX compliance program.

When allegations potentially implicate more than one law, policy, or institutional process, the appropriate College officials may coordinate as necessary to determine the applicable process, avoid duplicative proceedings, and ensure an effective institutional response.

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Interim Title IX and Title VI Coordinator
civilrights@smcm.edu
240-895-4195
www.smcm.edu/title-ix-office/

Kathie Dao
Associate Vice President of Human Resources, Deputy Title IX Coordinator
240-895-4309
www.smcm.edu/hr

Complaints of discrimination based on sex, gender identity or expression, and sexual orientation that do not involve misconduct of a sexual nature will be addressed under these Non-Discrimination Procedures (the Procedures). Complaints of sexual harassment, sexual violence, relationship violence, and stalking will be addressed under the College's Policy Against Sexual Harassment and Grievance Process to Resolve Complaints of Sexual Harassment, as appropriate. These documents are available at <http://www.smcm.edu/title-ix/>.

When the Title IX and Title VI Coordinator determines through an initial assessment that alleged conduct does not fall within the scope of the College's Policy Against Sexual Harassment, the matter may be referred to another applicable College policy or process.

Complaints of discrimination on the basis of disability may be made under these Procedures.

II. Applicability

All workplace and academic policies, programs and activities of the College are and shall be in conformity with applicable federal and State laws on non-discrimination including, but not limited to: Title VI of the Civil Rights Act of 1964 as amended, Title VII of the Civil Rights Act of 1964, Title IX of 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, the Pregnant & Parenting Student Support Act, and the Vietnam Era Veterans' Readjustment Assistance Act of 1974. The College's equal opportunity policy applies to the College's educational policies, admission policies, scholarship and loan programs and athletic programs. The policy applies to all employment decisions, including those affecting recruitment, advertising, job application procedures, hiring, upgrading, training, promotion, transfer, compensation, job assignments, benefits, and/or other terms, conditions, or privileges of employment, provided the individual is qualified, with or without reasonable accommodations, to perform the essential functions of the job.

Any member of the St. Mary's College of Maryland community (including guests and visitors) whose acts deny, deprive, or limit the educational or employment access, benefits, and/or opportunities of any member of the College community is in violation of the Policy.

The College will promptly and effectively address any such Discrimination, Harassment, Retaliation, or Other Prohibited Conduct when it has Notice through remedial actions, which may include the applicable resolution process identified in the Procedures.

III. Protected Classes

Protected classes include, but are not limited to:

- Race
- Color
- Religion
- Creed
- National Origin
- Shared Ancestry
- Ethnicity/Ethnic Characteristics
- Sex
- Pregnancy
- Childbirth and related medical conditions
- Sexual Orientation
- Gender Identity
- Gender Expression
- Age
- Marital Status
- Physical Disability
- Mental Disability
- Genetic Information
- Military Status
- Veteran Status
- Citizenship Status where protected by law
- Any other status protected by applicable law

IV. Prohibited Conduct

Students and Employees are entitled to an education and employment environment that is free of Discrimination, Harassment, and Retaliation. The Policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive, subject matters protected by academic freedom.

The sections below describe the specific forms of legally prohibited Discrimination, Harassment, and Retaliation that are also prohibited under St. Mary's College of Maryland policy.

When speech or conduct is protected by academic freedom and/or the First Amendment, it will not be considered a violation of St. Mary's College of Maryland policy, though the College will offer supportive measures to those impacted, and will implement remedies addressing the larger community, as appropriate.

All offense definitions encompass actual and/or attempted offenses.

Any of the following offenses can be charged as or combined as pattern offenses, in which case the Notice of Investigation and Allegation (NOIA) will clearly indicate that both individual incidents and a pattern of conduct are being investigated. A pattern may be alleged when there is a potential substantial similarity between incidents in which the proof of one could make it more likely that the other(s) occurred, and vice versa. Patterns may exist based on target selection, behavior similarity, or other factors. Where a pattern is found, it can be the basis to enhance sanctions accordingly.

Violation of any other St. Mary's College of Maryland policies may constitute Discrimination or Harassment when motivated by the aforementioned Protected Classes, and the result is a limitation or denial of education or employment access, benefits, or opportunities.

The following conduct is prohibited:

A. Discrimination

i. Disparate Treatment

B. Harassment

C. Hostile Environment Harassment

D. Quid Pro Quo Harassment

E. Retaliation

F. Process Interference

G. Knowingly Making False Statements

H. Failure to Comply with Corrective Actions

v. Procedural Definitions

“Advisor” is any person chosen by a party, or appointed by the institution, who may accompany the party to all meetings related to a resolution process, advise the party on that process, and help them to prepare for a hearing, if any.

“College Official” is the Title IX and Title VI Coordinator, Associate Vice President of Human Resources, or designee responsible for administration of this policy. For all matters involving sexual harassment or discrimination, as well as student complaints involving discrimination based on race, color, or national origin, the appropriate College Official is the Title IX and Title VI Coordinator. For matters involving employee discrimination complaints and all other complaints not covered by Title IX or Title VI, the appropriate College Official is the Associate Vice President of Human Resources.

“Color” is the actual or perceived pigmentation, complexion, or shade/tone of a person’s skin (i.e., lightness, darkness, or other color characteristic of a person’s skin), regardless of that person’s Race or Ethnicity

“Complainant” is the individual alleged to have experienced prohibited conduct.

“Discrimination” is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual’s opportunity to participate in or benefit from a College program or activity, or that otherwise adversely affects a term or condition of the individual’s employment or education.

“Disparate Treatment” is a form of Discrimination that includes any intentional differential treatment of a person or persons that is based on a person’s actual or perceived race, color, or national origin (OR protected characteristic(s)) and that:

- Excludes a person from participation in;
- Denies the person benefits of; or
- Otherwise adversely affects a term or condition of a person’s participation in a Recipient’s program or activity

“Education Program or Activity” is all locations, events, or circumstances in which the College exercises substantial control over both the Respondent and the context in which the Discrimination, Harassment, Retaliation, and/or Other Prohibited Conduct occurs.

“Ethnicity/Ethnic Characteristics” is belonging to a population, group, or subgroup of people based on shared culture/cultural background (e.g., language, food, music, dress, values, and

beliefs), history, ancestry, or descent, or having the characteristics commonly attributed to such Ethnicity

“Harassment” is defined as: (a) unwelcome conduct based on a legally protected class, including: race, color, religion, sex, national origin, shared ancestry, gender identity/expression, sexual orientation, ethnicity, age, marital status, physical or mental disability, protected veteran status, or any other characteristic protected by law; and (b) that is so severe or pervasive that it interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working environment.

Harassment in violation of the Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person's protected status:

- conduct, whether verbal, physical, written, graphic, or electronic that threatens, intimidates, offends, belittles, denigrates, or shows an aversion toward an individual or group;
- epithets, slurs, or negative stereotyping, jokes, or nicknames;
- written, printed, or graphic material that contains offensive, denigrating, or demeaning comments, or pictures; and
- the display of offensive, denigrating, or demeaning objects, e-mails, text messages, or cell phone pictures.

“Hostile Environment Harassment” is unwelcome conduct on the basis of actual or perceived Protected Characteristic(s), based on the totality of the circumstances, that is subjectively and objectively offensive, and is so severe or pervasive, that it limits or denies a person's ability to participate in or benefit from the College's program or activity.

“Mandatory Reporter” is any College Employee, including faculty, staff, coaches, administrators, RA's, RHC's, [and Orientation Leaders only when acting within the scope of their employment], who is obligated by Policy to share Notice or reports of Discrimination, Harassment, Retaliation, and/or Other Prohibited Conduct with the Title IX and Title VI Coordinator. This does not include employees designated as Confidential Resources.

“National Origin” is a person's actual or perceived place of origin, ancestry, ethnicity/ethnic characteristic, language or accent, cultural heritage, surname or name associated with a nation, or association with people of a particular nation or origin, regardless of a person's citizenship or immigration status

“Personal appearance” means the outward appearance of any person irrespective of sex with regard to hairstyle, beards, appearance of pregnancy, or manner of dress. It shall not relate, however, to the requirement of cleanliness, uniforms, or prescribed attire when uniformly applied

for admittance to a public accommodation or a class of employees for a customary or reasonable business-related purpose.

“Process Interference” is the intentional interference with a resolution process, including, but not limited to: destroying or concealing evidence, seeking or encouraging false testimony or providing false testimony or evidence, intimidating or bribing a witness or party.

“Race” is a person’s actual or perceived (by others) membership in a group characterized by shared physical, cultural, or ethnic traits

“Respondent” is the individual alleged to have engaged in prohibited conduct.

“Retaliation” refers to adverse action that is taken against an individual because they reported discrimination, filed a complaint of discrimination, opposed prohibited conduct, requested accommodation, exercised rights protected by law, or participated in an investigation or proceeding concerning a discrimination complaint. Adverse actions may include, but are not limited to, impeding an individual’s academic advancement; terminating, refusing to hire, or refusing to promote an individual; or transferring or assigning an individual to a lesser position in terms of wages, hours, job classification, or job security.

“Shared Ancestry” is actual or perceived ethnic, cultural, or ancestral background (e.g., lineage, familial origins, genetic inheritance, language, customs, societal norms, and heritage). Discrimination on the ground of Shared Ancestry can include Discrimination based on actual or perceived religion (e.g., Jewish, Christian, Muslim, Sikh, Hindu, Buddhist, Shinto, indigenous/religious group), when that Discrimination is interwoven with Shared Ancestry or Ethnicity/Ethnic Characteristics

VI. Complaint Procedures

Generally, a complaint filed under other College procedures cannot also be addressed under these Procedures. Students, staff, and faculty must choose between the different complaint processes available to them in consultation with the appropriate College Official.

When conduct falls outside the jurisdiction of this policy, the College Official will assist individuals in identifying the appropriate institutional process and facilitate referrals whenever appropriate.

A. Reporting

All members of the community are urged to promptly report any conduct that may violate this policy to the Title IX and Title VI Coordinator and/or the Associate Vice President of Human

Resources (the “**College Officials**”). Unless the College is aware of misconduct, it cannot address it. Failure to report by a Mandatory Reporter may result in corrective action.

Employees who experience violations of this Policy are encouraged to promptly file a complaint or bring it directly to the attention of their supervisor or submit a complaint to a College Official.

Students are similarly urged to file a complaint or inform the Title IX and Title VI Coordinator, an administrator or a College Official if they have been subjected to harassment or discrimination.

Employment discrimination Reports should generally be submitted to the Associate Vice President of Human Resources within 180 calendar days of the alleged conduct. The College may investigate reports filed outside this timeframe when circumstances warrant.

A Complainant or individual may initially make a report of Discrimination, Harassment, Retaliation, and/or Other Prohibited Conduct using any of the following options:

1. Report to the Title IX and Title VI Coordinator, or any other Mandatory Reporter. Such a report may be made at any time via telephone, 240-895-2012, email, civilrights@smcm.edu, or in-person, Glendening Annex Suite 190.
2. Report online at Title VI Incident Report if you are a Student or Incident Reporting Form if you are an Employee. Anonymous reports are accepted but the report may give rise to a need to try to determine the Parties' identities if not provided. Anonymous reports may limit the College's ability to investigate, respond, and provide remedies, depending upon what information is shared, however, the College will assess available information, offer supportive measures where possible, evaluate potential hostile environments, and implement remedies as appropriate. It also may not be possible to provide supportive measures to unidentified Complainants who are the subject of anonymous reports.
3. College Employees may report to the Associate Vice President of Human Resources via telephone, 240-895-4309, or in-person, Glendening Suite 170.
4. Report to the Office of Public Safety via telephone, 240-895-4911, or in-person. Public Safety Officers and other Public Safety staff are available 24 hours a day, 7 days a week, even when the College is closed. Public Safety staff are required to notify the Title IX and Title VI Coordinator of any reports that may involve sexual misconduct or discrimination based on protected characteristics such as gender, sex, race, color, or national origin.
5. In most situations, St. Mary's College of Maryland will respect a Complainant's request to not initiate an investigation or other appropriate resolution procedures. However, there may be circumstances, such as pattern behavior, allegations of severe misconduct, or a compelling threat to health and/or safety, in which the College may need to initiate an investigation or other appropriate resolution procedures. The College will maintain the privacy of information to the extent possible. The Complainant should not fear a loss of privacy by submitting a report that allows the College to discuss and/or provide supportive measures, in most circumstances.

Employees are instrumental in preventing and reporting conduct that may violate this policy. To that end, employees are required to report harassment that they directly observe or learn of to a College Official, unless that Employee is designated as a Confidential Resources.

The College recognizes that individuals who experience harassment or discrimination may wish to seek support from a confidential resource. Students seeking support from Counseling Services and Health Services can expect that their experiences will not be shared with the Title IX and Title VI Coordinator and will remain confidential unless and/or until the student contacts the Title IX and Title VI Coordinator directly.

In addition to counseling services, licensed medical providers, and licensed mental health professionals, the Employee Assistance Program is available to employees. Information shared with these confidential resources generally will not trigger a College investigation unless required by law.

Supportive Measures/Accommodations

Upon notice of alleged Discrimination, Harassment, Retaliation, and/or Other Prohibited Conduct, the College will offer and implement appropriate and reasonable supportive measures.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate and as reasonably available. They are offered, without fee or charge to the Parties, to restore or preserve access to the College's Education Program or Activity, including measures designed to protect the safety of all Parties and/or the College's educational and employment environment and/or to deter Discrimination, Harassment, Retaliation, and/or Other Prohibited Conduct.

The College Official promptly makes supportive measures available to the Parties upon receiving Notice or a Complaint. At the time that supportive measures are offered, if a Complaint has not been filed, the St. Mary's College of Maryland will inform the Complainant, in writing, that they may file a Complaint with the St. Mary's College of Maryland either at that time or in the future. The College Official will work with a party to ensure that their wishes are considered with respect to any planned and implemented supportive measures.

Supportive measures are available upon Notice even if the reported behavior may be protected free expression, occurred outside of the College's jurisdiction, or for any other reason is not subject to the St. Mary's College of Maryland's grievance procedures. Supportive measures may be available to other Students or Employees who are not the Complainant, depending on the nature of the allegations and their impact.

St. Mary's College of Maryland will maintain the confidentiality of the supportive measures, provided that confidentiality does not impair the College's ability to provide those supportive measures. St. Mary's College of Maryland will act to ensure as minimal an academic/occupational impact on the Parties as possible. The College will implement measures in a way that does not unreasonably burden another party.

These actions may include, but are not limited to:

- Referral to counseling, medical, and/or other healthcare services
- Referral to the Employee Assistance Program
- Referral to community-based service providers
- Visa and immigration assistance for Faculty and Staff
- Student financial aid counseling
- Education to the institutional community or community subgroup(s)
- Altering campus housing assignment(s)
- Altering work arrangements
- Safety planning
- Providing campus safety escorts
- Providing transportation assistance
- Implementing contact limitations (e.g., no contact orders) between the Parties
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Trespass orders
- Timely warnings
- Class schedule modifications, withdrawals, or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the appropriate College Official

Violations of no contact orders or other restrictions may be referred to appropriate Student or Employee conduct processes for enforcement or added as collateral misconduct allegations to an ongoing resolution process under the Policy.

B. Timeliness

Employment Discrimination Complaints must be made within ninety (90) business days of the incident(s). The College Official may waive the time limit upon a showing of good cause.

There is no time limitation on providing Notice/Complaints to the Title IX and Title VI Coordinator. However, if the Respondent is no longer subject to the College's jurisdiction, and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be limited or impossible.

Acting on reports or Notice significantly impacted by the passage of time (including, but not limited to, the rescission or revision of Policy) is at the Title IX and Title VI Coordinator's discretion; they may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

C. Initial Assessment

Written complaints are encouraged, but not required. If a verbal complaint is made, the College Official will prepare a written statement of the allegations and the “**Complainant**” will be required to acknowledge its accuracy in writing.

For Title VI matters, the Title IX and Title VI Coordinator conducts the initial assessment.

The appropriate College Official will acknowledge receipt of the complaint by sending a notification letter or contacting the Complainant directly within five (5) business days of receipt. The College Official will then conduct an initial assessment of the complaint to determine whether the complaint should be investigated, and will consider the Complainant’s request that the complaint be investigated or not investigated. The initial assessment typically includes:

- Assessing whether the reported conduct may reasonably constitute a Policy violation
- Determining whether the College has jurisdiction over the reported conduct
- Offering and coordinating supportive measures for the Parties
- Notifying the Complainant, or the person who reported the allegation(s), of the available resolution options
- Determining whether the Complainant wishes to file a Formal Complaint
- Notifying the Respondent of the available resolution option if a Formal Complaint is made

If the College Official determines that the complaint is not appropriately filed, the College Official will inform the Complainant of the reason. Reports that do not rise to the level of a potential Policy violation may be referred to other campus resources, such as the [Bias Prevention and Support Team](#).

D. Alternative Dispute Resolution Process

When determined appropriate by the College Official, the Complainant may elect to resolve a complaint through Alternative Dispute Resolution. The purpose of Alternative Dispute Resolution is to resolve the complaint by conference and conciliation.

The College Official will notify and advise supervisors and other administrators, as appropriate, of the complaint and efforts by the parties to proceed with Alternative Dispute Resolution. The College Official shall document efforts to resolve the complaint and whether or not those efforts were successful. When Alternative Dispute Resolution is successful, the College Official shall summarize the resolution in writing, have it signed by the parties, and provide signed copies to the respective parties and supervisors and administrators, as appropriate. The College Official will also monitor implementation of the resolution agreement and/or close the case. If Alternative Dispute Resolution does not succeed within forty-five (45) business days of the date the complaint is filed, the College Official will cease that process and begin the investigation process. If the forty-five business days fall under a time period in which the College is closed due to scheduled breaks or weather, the College Official can determine if an extension of this period is necessary.

If a Complainant is a bargaining unit-eligible individual, a Complainant's request for Alternative Dispute Resolution may also include a request for a delay in the timeline for discipline as outlined in the relevant Memorandum of Understanding. Under these circumstances, management may give notice of additional time to investigate as a result of granting the delay.

E. Informal Resolution

To initiate Informal Resolution, a Complainant or Respondent may make such a request to the College Official at any time prior to a Final Determination, or the College Official may offer the option to the Parties. The College will obtain voluntary, written confirmation that all Parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the Parties to participate in Informal Resolution.

When appropriate and voluntary, the College may offer:

- Mediation
- Facilitated discussions
- Educational interventions
- Restorative practices

Informal resolutions may not be used when prohibited by law or when the College determines a formal investigation is necessary.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Investigation. Any party participating in Informal Resolution can withdraw from the Informal Resolution Process at any time and initiate or resume the Formal Investigative Process.

F. Formal Investigation

When the Initial Assessment, informal resolution, or a failure of the Alternative Dispute Resolution process results in a determination that the College will formally investigate the Complaint, or a Formal Investigation is requested, the College Official shall advise the Complainant and Respondent of their rights under this Policy and Procedures, including the following:

- both parties have a right to an impartial investigation;
- both parties have a right to produce relevant documents, witnesses, and other material they would like the investigation to include; and
- both parties may have an advisor of their choice present to provide advice during the investigative interview; however, the advisor may not speak or act on behalf of the party.

1. Standard of Review

In making the determination of whether a Policy violation has occurred, the standard of review is "preponderance of the evidence," which means it is more likely than not that a Policy violation occurred.

2. Expectation of Cooperation

Absent good cause, all parties and identified witnesses shall cooperate during the investigation by being available during reasonable business hours to discuss the complaint and by making available any relevant information requested by the investigator.

3. Investigation Timeline

The College seeks to complete an investigation within sixty (60) business days. The time frames set forth in this Policy may be extended for good cause. Exceptions to this timeframe may vary depending on the complexity of the investigation, access to relevant parties, and the severity and extent of the alleged discrimination.

4. False Information

Anyone who knowingly files a false complaint under this Policy or who knowingly provides false information to the College during an investigation will be subject to appropriate disciplinary action.

5. Appointment of Investigators

The College Official will assign one or more investigators who will conduct an adequate, reliable, and impartial investigation of the complaint. The College Official may serve as an investigator. The investigator(s) may be employees of the College or external investigator(s) engaged to assist the College in its fact-gathering. The College Official may appoint a team of two investigators, which may include the pairing of an external investigator with a College employee. Any investigator chosen to conduct the Investigation must be impartial and free of any conflict of interest.

A conflict of interest may arise if the investigator is related to, has a friendship with, or otherwise has had interactions with one of the parties or witnesses that may compromise the fairness or impartiality of the investigation. In the rare situation in which an actual or perceived conflict of interest arises from the involvement of an investigator, that conflict must be disclosed to all parties and any potential or actual conflict must be appropriately addressed.

If a Complainant or Respondent has reason to believe that an investigator for the case has a conflict of interest, the party should notify the College Official immediately via email and provide the reasons why the party believes there is a conflict of interest. Likewise, an investigator must promptly disclose any potential conflict of interest the investigator might have in a particular case. The College Official will review the information provided and make a determination regarding whether the investigator should be replaced with another investigator.

6. Investigative Interviews

The investigator(s) will interview the Complainant and the Respondent and any other available relevant witnesses, and review available relevant documents.

After each investigative interview, the investigator(s) shall prepare a written summary of the interview and shall email a copy of the summary of the interview to the party or witness who was interviewed as soon as practicable after the interview is conducted. The party or witness shall have two (2) business days, from the date upon which the investigator(s) sent the summary of the interview, to provide any comments or additional information via email to the investigator(s).

If the party or witness does not provide comments or additional information to the investigator(s) within this time period, the summary of the interview will be included in the Investigation Report and Findings, as defined below, without comment from the party or witness. If the party or witness provides comments or additional information to the investigator(s) within this time period, the investigator(s) shall include the comments and additional information in the Investigation Report and Findings, and may, in the investigator(s)' discretion, conduct another interview of the party or witness.

7. Preliminary Investigation Report and Findings

The investigators shall complete a preliminary written report of its investigation, including a summary of the allegations, evidence reviewed and witness statements, findings of material fact and an analysis of those facts, and a conclusion stating whether the Policy was violated, based on the preponderance of evidence standard (the "**Preliminary Report**"). The College Official will review the Preliminary Report and findings for consistency with College policy and practice, and the College's legal counsel will review the Preliminary Report for legal sufficiency.

The College will send the Preliminary Report to each party. Each party will have ten (10) business days to submit a response, which the investigators will consider prior to the completion of the final investigative report. The investigator(s) will carefully review all of the information submitted by the parties in response to the Preliminary Report. The Investigator(s) may conduct additional interviews to the extent reasonable, based on the relevancy and materiality of the statement of information known by a witness.

8. Final Investigative Report and Findings

After the investigator(s) review the responses to the Preliminary Report and conduct any additional investigation, the investigator(s) will prepare the final investigative report and findings (the "**Final Report**"). The College Official will review the Final Report and findings for consistency with College policy and practice, and the College's legal counsel will review the Final Report for legal sufficiency.

The College Official will then issue a Notice of Findings and/or provide a copy of the Final Report to the parties and to the appropriate supervisors or department/unit heads, or the Student Conduct Officer, depending on the status of the parties. Copies of the Final Report may be redacted to comply with applicable law.

VII. Appeal

The Complainant and/or Respondent may appeal the investigation finding within five (5) business days of the date of receipt of the Notice of Findings by submitting a written statement of their intent to appeal, and the stated grounds, to the College Official via email.

The scope of the appeal is limited to the grounds set forth below. Mere dissatisfaction with the finding is not a valid basis for appeal. If an appeal is received by the College Official, the other party will be notified and given five (5) business days from the date of receipt of that notice to respond by submitting a written statement to College Official. Appeals filed by more than one party will be considered together in one appeal review process. All appeal documents submitted by a party will be shared with the other party.

If neither party submits an appeal, the decision will be considered final five (5) business days after the last date either party received the Notice of Findings. Appeals submitted after five (5) business days shall be denied, except upon a showing of good cause.

A. Grounds for Appeal

Either party may appeal the Finding only on the following grounds:

- **Substantial Procedural Error:** Procedural errors or errors in interpretation of College policy were so substantial as to effectively deny a Complainant or Respondent notice or a fair opportunity to be heard.
- **New Evidence:** New relevant, material evidence that a reasonably diligent person could not have discovered prior to the issuance of the Notice of Findings has become available.

B. Review

The appealing party has the burden of proof to overturn the finding. The standard of proof is preponderance of the evidence. Appeals are not intended to allow for a review of the entire investigation, with the exception of new evidence, as referenced above. The appellate review will be based on the written record; parties are not entitled to a hearing or meeting with the reviewing administrator or designee.

Appeal officers may be members of the College's Executive Council or may be external personnel with specific training and experience, appointed for this purpose. Appeal officers must be unbiased and without any conflicts of interest (as described above in section (IV)(E)(5)).

C. Appeal Outcome

Upon receipt of the appeal and response, the College Official will forward them to the appeal officer. Within five (5) business days, the appeal officer will issue a written determination stating whether the Appeal was granted or denied, including a summary of its rationale (the "**Appeal Outcome**"). The Appeal Outcome shall either:

- affirm the finding,
- overturn and reverse the finding, or
- send the case back to the investigator(s) with specific directions to reconsider the finding.

The decision of the appeal officer as set forth in the Appeal Outcome shall be final. The appeal officer shall forward a copy of the Appeal Outcome to the College Official via email. The College Official will forward a copy of the Appeal Outcome to the parties and respective supervisor/unit head/department chair/Student Conduct Officer as soon as possible.

VIII. Recommendations for Corrective Action

For matters involving employees, the College Official may provide the appropriate Vice President, supervisor, and department chair with a recommendation for corrective action. The final decision for determining and implementing any necessary corrective action shall remain the responsibility of the appropriate Vice President or designee. The Vice President or designee will notify the College Official within ten (10) business days of any corrective action that has been implemented.

Corrective actions may include education and training, coaching, performance improvement plans, workplace restrictions, reassignment, other remedial measures to stop misconduct, prevent recurrence, address impacts on affected individuals, and restore equal access.

The College Official is responsible for monitoring efforts to ensure that any ongoing violations of the Policy cease. In the event corrective action requires specific anti-discrimination training not readily available to the parties, the College Official will work with the supervisor and/or department/unit head to ensure training occurs as soon as feasible.

IX. Disciplinary Action

Violations may result in disciplinary action up to and including termination of employment, dismissal from academic programs, expulsion, suspension, or removal from campus.

A. Student Respondents

With respect to Student Respondents, the Student Conduct Officer, in accordance with the provisions of the Code of Student Conduct, is responsible for imposing disciplinary action. See the [Code of Student Conduct](#) for more information on disciplinary sanctions.

The College Official may consult with the Student Conduct Officer when appropriate to develop and provide other remedies. These remedies will identify reasonable long-term or permanent remedies to address the effects of the conduct on the Complainant, restore the Complainant's safety and well-being, and maximize the Complainant's educational and employment opportunities. Remedies may also be identified to address the effects of the conduct on the College community.

Students may appeal discipline imposed as a result of a violation of these Procedures in accordance with the Code of Student Conduct.

B. Other Respondents Including Staff and Administrators

With respect to Other Respondents, any disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Associate Vice President of Human Resources and/or the College Official, and other relevant administrators, as needed. Information about disciplinary action may be found in the [Employee Handbook](#) (for non-bargaining unit employees) and [Memorandum of Understanding](#) (for bargaining-unit employees).

Collective bargaining agreements, Faculty Bylaws, and applicable due process rights shall be observed.

C. Faculty Respondents

With respect to Faculty Respondents, disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Provost/Dean of Faculty, the College Official, and other relevant administrators, as needed.

Faculty may submit a grievance regarding any discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights, as described in the Employee Handbook and/or Faculty Bylaws.

D. Records Retention

The College Official will maintain the records relating to the investigation. The respective unit responsible for issuing any discipline will maintain any disciplinary records in accordance with the University's records retention schedule. The respective unit shall also provide a copy of the disciplinary records to the College Official.

The College Official will maintain the records for a period of seven (7) years.

X. Protection Against Retaliation

Retaliation is strictly prohibited.

Reports of retaliation shall be investigated independently and may constitute separate policy violations.

XI. Record Retention and Confidentiality

The Office of Human Resources and/or designated College Official shall maintain records relating to reports, investigations, findings, corrective actions, and appeals in accordance with the College's Records Retention Policy and applicable Maryland law.

Investigation records shall generally be retained for a minimum of seven (7) years.

XII. External Government Agencies that Address Discrimination Complaints

Filing an employment discrimination complaint under this Policy or an alternative campus procedure does not preclude an employee from filing a complaint with the Maryland Commission on Civil Rights, the Equal Employment Opportunity Commission, or the Office for Civil Rights of the U.S. Department of Education.

Complainants who wish to file discrimination complaints that are not connected with the official functions of the College or not falling within the scope of this Policy, will be referred to appropriate College, County, State, or Federal agencies by the College Official.

Office for Civil Rights U.S. Department of Education
Philadelphia Office (Regional Office for Maryland)
The Wanamaker Building

100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Phone: 215-656-8541
FAX: 215-656-8605
TDD: 800-877-8339
Email: OCR.Philadelphia@ed.gov
Website: <http://www2.ed.gov/about/offices/list/ocr/index.html>

Maryland Commission on Civil Rights

Phone: 410-767-8600
Website: <http://mccr.maryland.gov/>

Equal Employment Opportunity Commission

Phone: 800-669-4000
TTY: 800-669-6820
Website: <https://egov.eeoc.gov/eas/>

Use of external complaint processes does not prohibit reporting through College procedures.

It is important to note that in order to protect certain legal rights and remedies, Complainants must comply with certain time limits and deadlines. Affected persons should contact the relevant agencies listed above to verify time limits for filing. Failure to meet required deadlines may result in a loss of rights to seek a legal remedy.

XIII. Training and Prevention

The College shall provide period training regarding equal employment opportunity, anti-discrimination requirements, harassment prevention, supervisor reporting obligations, and bystander intervention and respectful workplace expectations.

XIV. Authority, Administration, and Related Policies

Policy Owner:

Title IX and Title VI Coordinator
Associate Vice President for Human Resources / Chief Human Resources Officer

Responsible Offices:
Office of Human Resources

Office of Civil Rights and Compliance
Office of Student Affairs

Approved By:
President
Board of Trustees

Effective Date:
[Insert Date]

Review Cycle:
Every Three Years

Related Policies:

- Policy Against Sexual Harassment
- ADA Accommodation Policy
- Equal Employment Opportunity Policy
- Employee Handbook
- Faculty Bylaws
- Code of Student Conduct
- Telework Policy
- Background Check Policy
- PFML Policy
- FMLA Policy
- Applicable Collective Bargaining Agreements

APPENDIX A: Respectful Workplace Expectations and Civility Standards

Purpose

St. Mary's College of Maryland is committed to fostering a workplace and learning environment characterized by professionalism, mutual respect, collaboration, inclusion, and accountability. While not all inappropriate or unprofessional behavior rises to the level of unlawful discrimination, harassment, or retaliation, all employees, faculty, staff, administrators, students, and members of the College community are expected to conduct themselves in a manner that supports the College's mission and values.

Standards of Professional Conduct

Members of the College community are expected to:

1. Treat others with dignity, courtesy, and respect.
2. Communicate professionally, honestly, and constructively, even when disagreements occur.
3. Demonstrate respect for differing perspectives, experiences, and viewpoints.
4. Engage in collaborative problem-solving and conflict resolution whenever possible.
5. Support a workplace and learning environment free from intimidation, hostility, bullying, and disruptive behavior.
6. Accept supervisory direction and institutional decisions professionally, even when disagreement exists.
7. Raise concerns through appropriate College channels.
8. Refrain from conduct that undermines teamwork, trust, or operational effectiveness.

Examples of Conduct Inconsistent with College Expectations

Examples include, but are not limited to:

- Repeated disrespectful or dismissive communications;
- Verbal hostility, sarcasm, or personal attacks;
- Public criticism intended to embarrass or demean another individual;
- Intimidating, threatening, or aggressive behavior;
- Disruptive conduct during meetings or College activities;
- Refusal to cooperate with reasonable workplace expectations;
- Knowingly spreading false information about colleagues or College operations;

- Repeated failure to engage in professional communication after coaching or corrective feedback.

Relationship to Other Policies

Conduct that violates these Civility Standards may not necessarily constitute discrimination or harassment under applicable law. However, such conduct may violate College policies, performance expectations, workplace conduct standards, Faculty Bylaws, collective bargaining agreements, or the Employee Handbook and may result in corrective or disciplinary action.

Shared Responsibility

All members of the College community share responsibility for maintaining a respectful, inclusive, and productive environment that supports learning, scholarship, service, and employment.

Appendix B: Complaint Intake Form

Date Submitted: _____
Name: _____
Position/ Student Status: _____
Department: _____

SUMMARY

RESPONDENT INFORMATION

Name(s): _____
Position/Student Status: _____
Department: _____

TYPE OF CONCERN (CHECK ALL THAT APPLY)

☐ Discrimination ☐ Harassment ☐ Retaliation ☐ Disability Accommodation Concern ☐
Failure to Provide Equal Opportunity ☐ Other: _____

PROTECTED CHARACTERISTIC INVOLVED (IF APPLICABLE)

☐ Race ☐ Color ☐ Religion ☐ National Origin ☐ Sex ☐ Pregnancy ☐ Sexual Orientation ☐
Gender Identity/Expression ☐ Age ☐ Disability ☐ Veteran Status ☐ Other:

INCIDENT INFORMATION

Date(s) of Incident(s): _____
Location(s): _____
Describe the incident(s) in detail:

WITNESSES

Name: _____
Contact Information: _____

Name: _____
Contact Information: _____

SUPPORTING DOCUMENTATION

Please identify any supporting information:

☐ Emails ☐ Text Messages ☐ Photographs ☐ Documents ☐ Social Media Posts ☐ Other
Description: _____

REQUESTED RESOLUTION

Please describe any action you would like the College to consider:

CERTIFICATION

I certify that the information provided is true and accurate to the best of my knowledge.

Signature: _____ Date:

2026 Campus Climate Survey Summary

Spring 2026

Executive Summary

St. Mary's College of Maryland, hereafter referred to as the College, conducted its biennial Title IX campus climate survey from January 26th to February 26th, 2026. The survey was administered to 1,549 undergraduate and graduate students over the age of 18. A total of 345 provided at least partial responses to the survey, giving a response rate of 22%. This response rate is lower compared to the surveys previously conducted in 2024 (27%) and 2022 (28%).

Compared to the two previous surveys in 2024 and 2022, perceptions of campus culture, perceptions of Title IX processes, perceptions of faculty/staff/administrators, and knowledge of Title IX campus resources have improved across the board. Respondents in 2026 expressed more positive perceptions of all College employees, a stronger feeling of safety and belonging on campus, and held higher confidence in the Title IX reporting process.

Challenges remain in addressing certain themes that have continued to emerge in every survey year. Respondents continue to express concern regarding insufficient consequences for alleged perpetrators of sexual violence. As in previous surveys, this remains the number one concern for respondents giving feedback on feeling unsafe. Positively, more respondents expressed gratitude for the role of Public Safety on campus and there continues to be a strong sense of support from the collective community at the College. And compared to past surveys, far fewer respondents are remarking on poor lighting or uncomfortably dark areas on campus.

Among all survey respondents, 14% indicated that they had experienced sexual assault or sexual violence since coming to the College. The incidence rate has continued to shift downward since 2022, after a low point of 12% in Spring 2021 (likely due to the pandemic-related reduction in on-campus students).

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1. Methods

The College conducted its biennial campus climate survey from January 26th to February 26th, 2026. This survey was administered on an annual basis from 2015 to 2021. Starting in 2022 it transitioned to a biennial schedule, with the subsequent survey administrations occurring in 2024 and 2026. Results from the past six surveys are presented in this report for the purpose of longitudinal comparisons.

The survey was administered to the undergraduate and graduate student population over the age of 18 and with valid email addresses, consisting of 1,549 students. A total of 345 students provided at least partial responses to the survey, resulting in a response rate of 22%. This was lower than the previous two survey cycles: 27% in 2024 and 28% in 2022. Full completion of the survey was obtained from 258 students, for a completion rate of 75%. This increased from the 72% completion rate in 2024, but decreased compared to the 85% completion rate in 2022.

The 2026 survey was administered by the Office of Institutional Research & Planning using the online survey platform Qualtrics. On January 26th, each student was sent an email invitation containing a unique link to the survey. The survey was anonymized, meaning that email addresses and IP addresses are not collected along with responses. Students who did not complete the survey were sent reminder emails until the survey closed on February 26th. Students who completed the survey were immediately redirected to a second survey which offered the option to enter a drawing for incentives (a College-branded YETI cup or a College-branded raincoat). The two surveys were not linked, and no individual responses on the campus climate survey can be associated with any respondents email address or other personal information.

In order to respect the privacy of survey participants, the College will not report on any subgroup of participants of five or fewer. Survey answers that are selected by five participants or fewer will be indicated as such.

Participants were asked several open-ended questions at various points in the survey to provide additional comments, suggestions, or feedback. These written responses were coded to identify trends and common themes. Some responses were coded in more than one category.

2. Demographics of Survey Participants

Among those participants sharing demographic information, the survey population was closely representative of the general student population with regard to racial/ethnic identity. Of survey participants, 69% identified as white and 31% identified as a student of color. Respectively, this compares to 67% and 33% in the general student population in the Spring 2026 semester. Regarding gender identity, 60% of respondents identified as female, 25% as male, 13% as non-binary or genderqueer, and 4% elected not to identify. It is difficult to compare this directly to the general student profile of 61% female and 39% male, as SMCM does not officially collect non-binary gender data; but the female and male numbers suggest that women may be overrepresented while men were underrepresented. By class standing, first-year students were overrepresented in the survey population, accounting for 38% of respondents versus 27% of the

overall student body. Sophomores were comparable to the general population, and juniors and seniors were underrepresented, composing 20% and 18% of the respondent population while being 29% and 25% of the overall student body, respectively.

3. Campus Culture

Participants were asked to respond to five statements gauging their perception of the campus culture. Figure 1 shows the percentage of participants who agreed or strongly agreed with each of the statements in each of the surveys administered since 2019. All perceptions showed at least slight improvement from the last administration in 2024, and none are lower than in 2019.

See the Appendix for additional detail on the response to each of the statements.

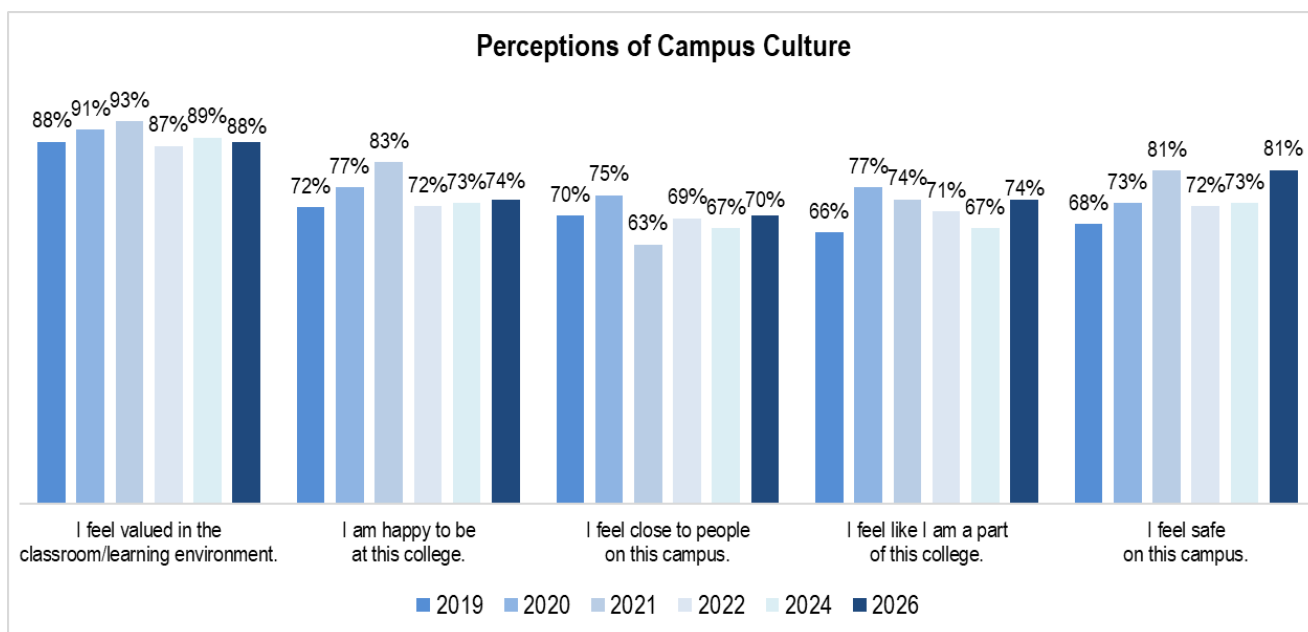


Figure 1: Perceptions of Campus Culture (percent agree or strongly agree)

Comments about Safety

A total of 237 survey respondents provided open-ended comments regarding their perceptions of safety on campus. These comments were analyzed for major themes, resulting in a total of 15 unique themes. As in prior survey years, appreciation of the College community and for Public Safety top the list, each accounting for 25% of comments. This is compared to 21% and 16%, respectively, in 2024.

Compared to the prior survey, fewer participants reported feeling unsafe due to reasons such as insufficient consequences, discrimination, dark areas on campus or poor lighting, and/or a lack of

cameras. However, more participants shared comments that they felt uneasy due to stories or rumors they have heard about poor Title IX experiences and/or sexual violence at the College.

Similar to prior surveys, recent events that occurred leading up the survey administration have sometimes introduced new themes in the comments that were not previously observed. In 2026, such a theme emerged with comments sharing unsafe experiences related to environmental safety, specifically poor housing conditions (e.g., mold) and/or uncleared icy pathways (related to a major snow event in January 2026).

Figures 2 and 3 show the major themes for feeling safe or unsafe in the 2024 and 2026 surveys.

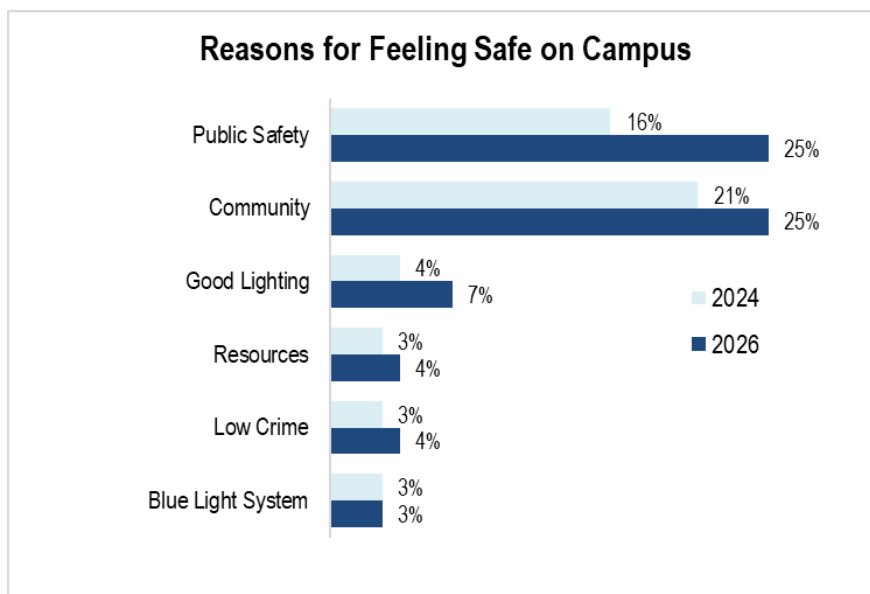


Figure 2: Reasons for Feeling Safe on Campus (percent naming each reason)

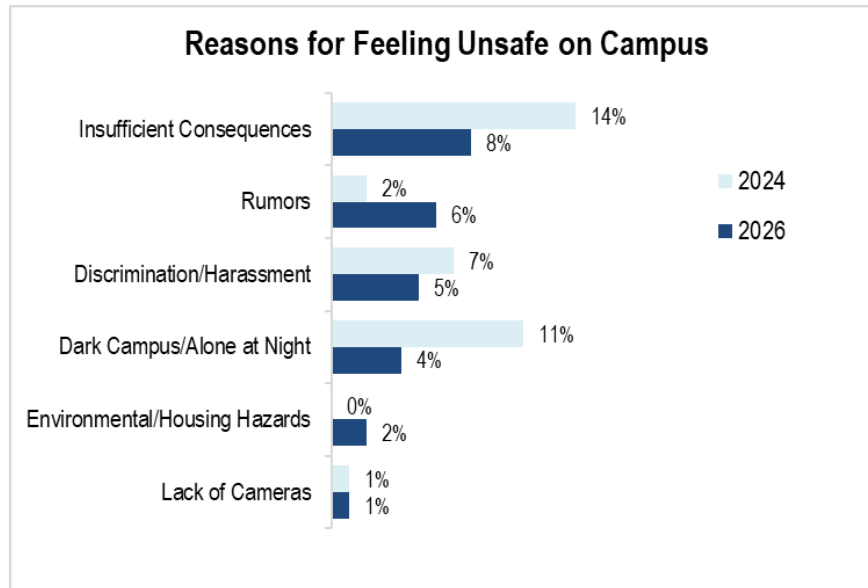


Figure 3: Reasons for Feeling Unsafe on Campus (percent naming each reason)

4. Faculty, Staff, and Administrators

Survey participants were asked about their agreement with statements regarding three employee groups on campus: faculty, staff, and administrators. For the participants, faculty were defined as “your professors and course instructors”; staff were defined as “employees in Financial Aid, Physical Plant, Residence Life, Wellness Center, etc.”; and administrators were defined as “Dean of Students, President's Office, Provost, and Vice-Presidents”.

Figures 4-6 show the percentage of responses that agreed or strongly agreed with each statement. Across all years, faculty received the highest ratings and administrators received the lowest. From 2019 to 2021, ratings in all statements had been trending upwards, before noticeably dropping in 2022. However, participant responses have since improved in both 2024 and 2026. Compared to 2019, the largest improvement has been for administrators across all three statements, with increases ranging between 17% and 20%.

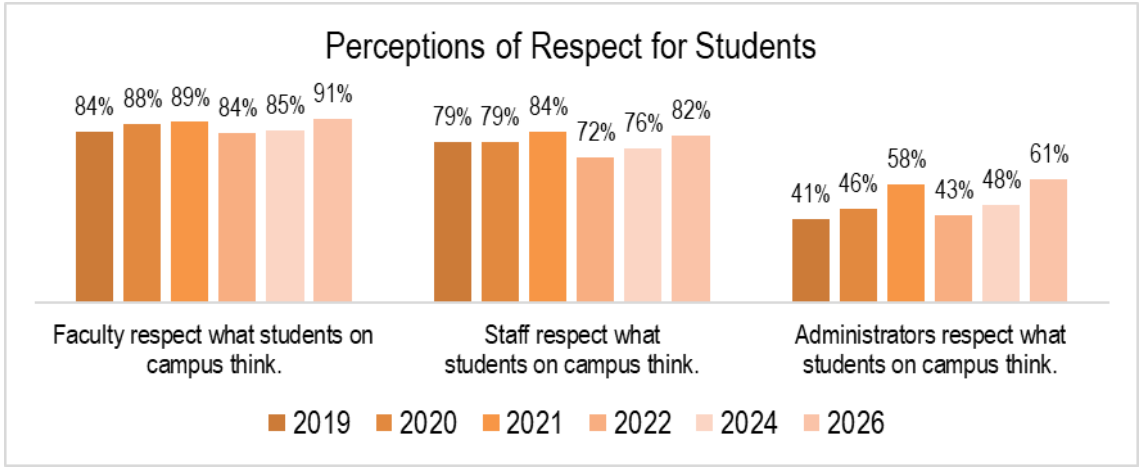


Figure 4: Perceptions of Respect for Students (percent agree or strongly agree)

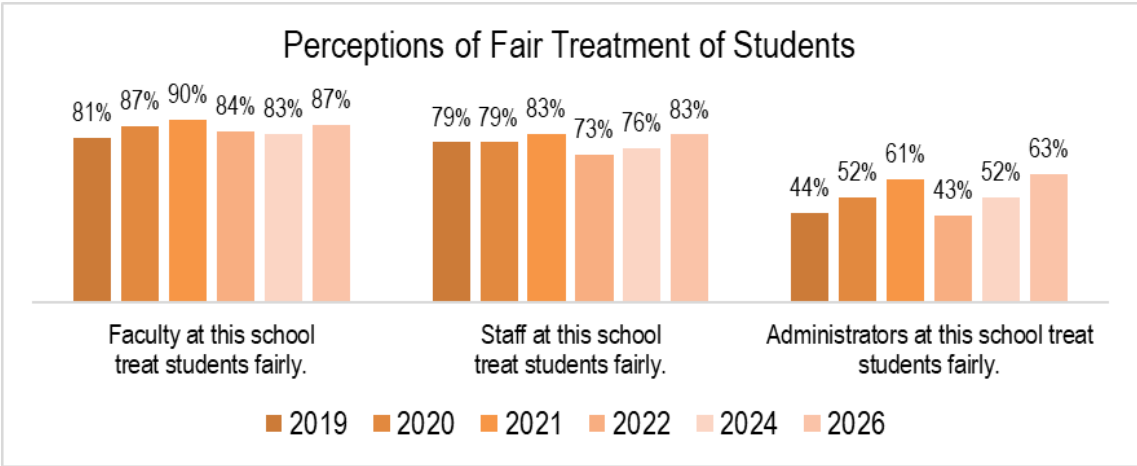


Figure 5: Perceptions of Fair Treatment of Students (percent agree or strongly agree)

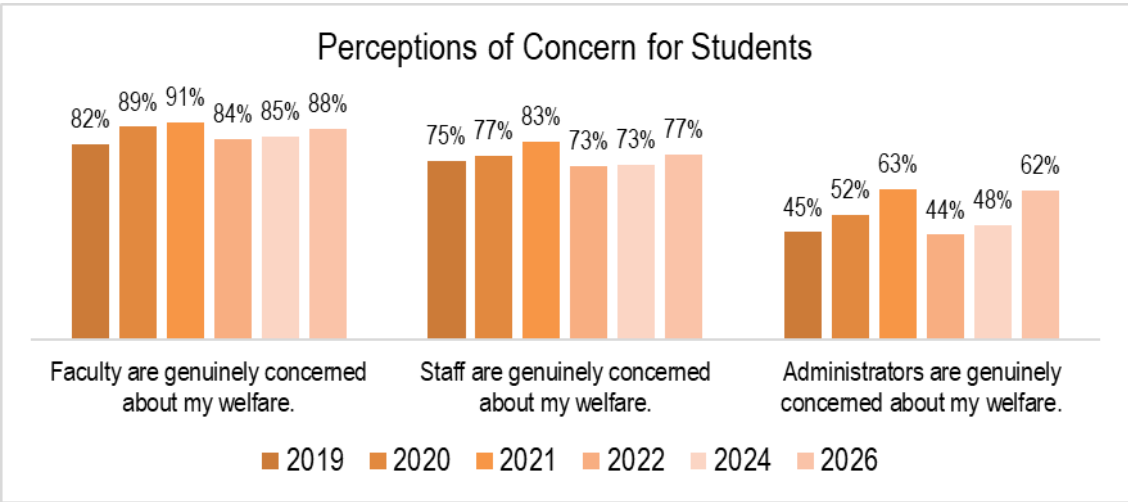


Figure 6: Perceptions of Concern for Students (percent agree or strongly agree)

Comments about Faculty, Staff, and Administrators

A total of 63 participants shared additional comments on faculty, 55 participants shared comments related to staff, and 63 participants shared comments related to administrators. General sentiment for faculty was overwhelmingly positive, with 70% of comments sharing a good experience with faculty members and only 8% expressing concerns; the remaining 22% showed mixed feelings (i.e. the participant shared both a positive experience and something negative). Staff and administrator comments were more mixed; 51% of comments on staff were positive, 29% negative, and 20% were mixed. The majority of comments about administrators (54%) expressed a feeling of neutrality, often with a statement along the lines of not feeling very aware of who these people are or not having any interaction with them. The remaining distribution of comments was 22% negative, 19% positive, and 5% mixed.

Most themes identified in participant responses about faculty and staff were positive, with participants commonly characterizing these employees as caring and/or helpful. The most notable negative theme for staff were comments expressing frustration with Physical Plant (16%), often related to delayed or unresolved maintenance requests. For administrators, among those with non-neutral statements, sentiment varied and touched on a range of issues without too many overarching common themes. The leading themes among these comments were the feeling that the administration responds poorly to student activism (10%), money is prioritized over students (6%), and there is a resistance to hearing complaints or concerns (5%).

Conclusions

Participant responses reflect an overall highly positive view of the faculty compared to staff and administration. Perceptions of all groups have increased since the 2022 survey, with the greatest improvement occurring with administrators.

5. Perceptions of How the College Would Handle an Incident

Participants were asked to indicate their agreement with statements about the likelihood of a given scenario if an individual reported an incident of sexual harassment (e.g., sexual assault, dating violence, stalking) to the College. Prior to 2021, language for questions in this section referred to “sexual misconduct” rather than sexual harassment. Figures 7 and 8 show the percentage of participants who felt the given scenario was likely or very likely. Participant perceptions improved across all seven statements in the 2026 survey relative to the last two cycles. The largest improvements were related to College’s support for the individual making the report (+11%), that the report would be handled fairly (+7%), and that the College would take steps to address factors that may lead to sexual harassment (+7%) and to protect the safety of the reporting individual (+7%).

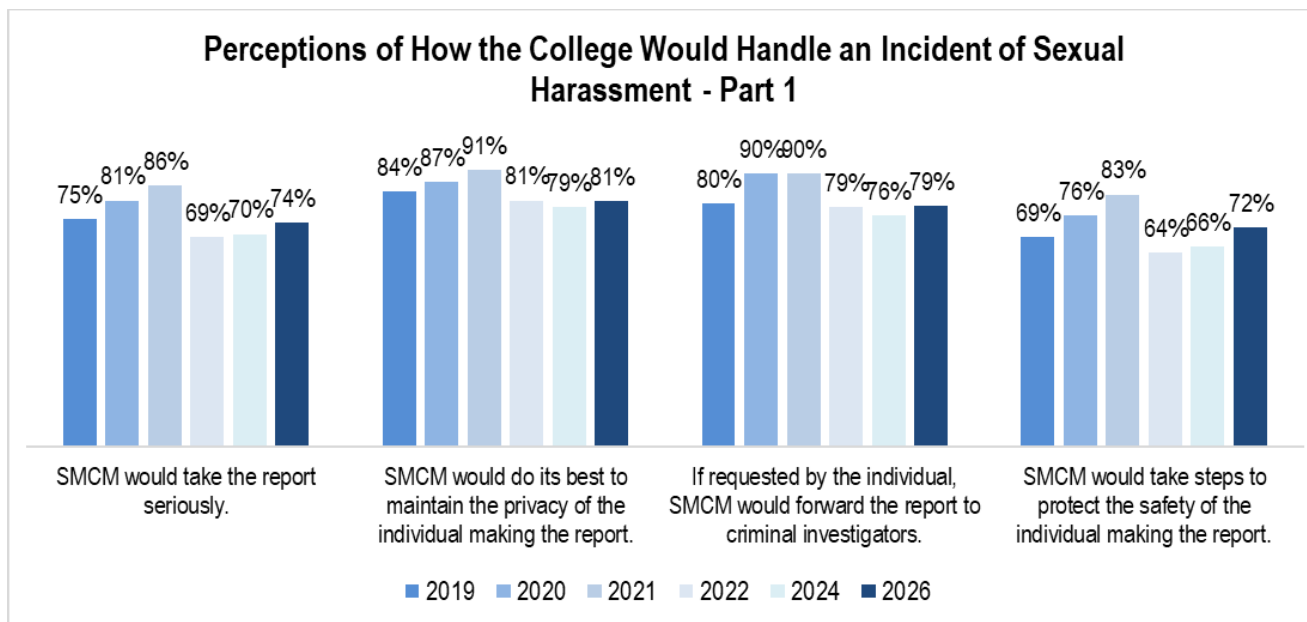


Figure 7: Perceptions of How the College Would Handle an Incident of Sexual Harassment - Part 1 (percent agree or strongly agree)

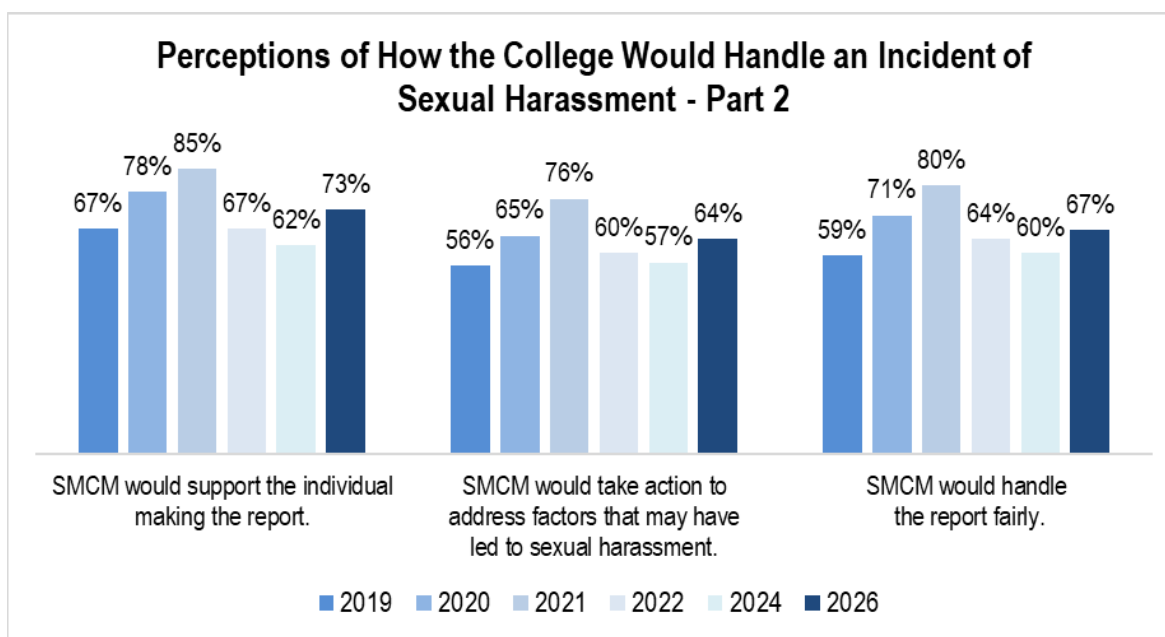


Figure 8: Perceptions of How the College Would Handle an Incident of Sexual Harassment - Part 2 (percent agree or strongly agree)

Comments about Title IX

A total of 45 participants provided open-ended comments regarding Title IX and the handling of

reports of sexual harassment at the College. These comments were coded into 11 themes (some comments were coded with multiple themes). The most frequent theme, expressed by 17 participants (38%), was that the participant had heard rumors or stories about negative experiences with the Title IX process and/or the handling of incidents and reports. Sixteen participants (36%) were concerned about there being insufficient consequences for offenders, alleged perpetrators being able to remain on campus, and/or remaining in proximity to victims on campus. Other concerns expressed in the comments were that cases are mishandled (16%), that reporting incidents is not safe (9%), the reporting process is unfair (4%), and that identities aren't adequately protected (4%).

Only five participants (11%) shared a positive comment regarding the office and/or process. This compares to 15% in 2024, 14% in 2022, 24% in 2021, and 34% in 2020. The difference between the overall tone of the comments and the overall high ratings on the statements in this section (Figures 7 and 8) is striking, and is likely related to differences in response rate; an average of 272 students answered each of the seven objective rating statements, while only 45 students offered free-response comments.

Conclusions

Participant perceptions have improved compared to recent prior surveys. However, among those who provided open-ended comments, there remains negative sentiment related to Title IX processes, particularly related to perceived lack of consequences for alleged perpetrators.

6. Perceptions of How People Would React to Someone Reporting an Incident

Participants were asked to indicate their agreement with three statements about the likelihood of a given scenario if an individual reported an incident of sexual harassment to the College. Figure 9 shows the percentage of participants who felt that a scenario was likely or very likely. Perception of support from other students has rebounded from a low point in 2024, while perceptions of negative reactions (retaliation, accusations of lying) have decreased.

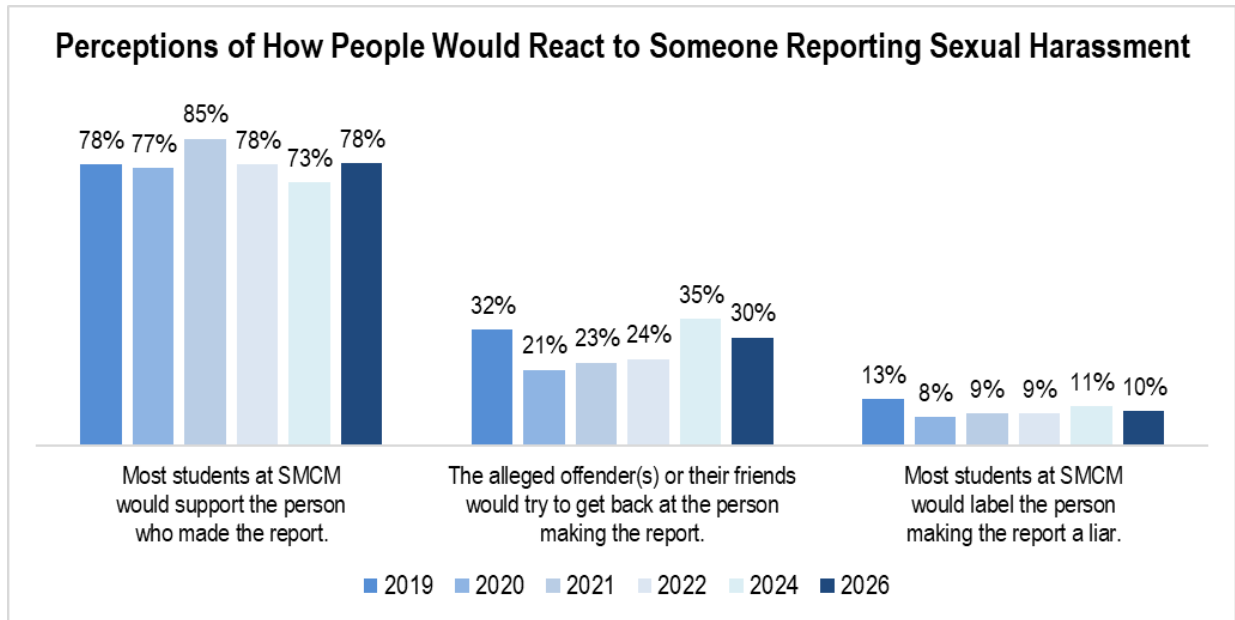


Figure 9: Perceptions of How People Would React to Someone Reporting Sexual Harassment (percent likely or very likely)

7. Bystander Intervention

Survey participants were asked if they have ever observed a situation at the College that they believed to be sexual assault or sexual violence. Of the 259 students who answered, only 14 (5%) stated yes, half of the proportion in 2024 (10%) and 2022 (12%). Another 28 (11%) stated that they had suspicion that they may have witnessed such a situation but were unsure, comparable to prior years.

Participants who answered “Yes” were asked whether they had intervened in the situation. As shown in Figure 10, the number of respondents indicating that they intervened in a situation has decreased by 24% since 2021. And compared to prior surveys, even fewer participants (just 7%) had considered intervention, whereas more participants (29%) reported that they did not consider any intervention at all. However, given the smaller number of respondents this year (14), it is difficult to draw any conclusions.

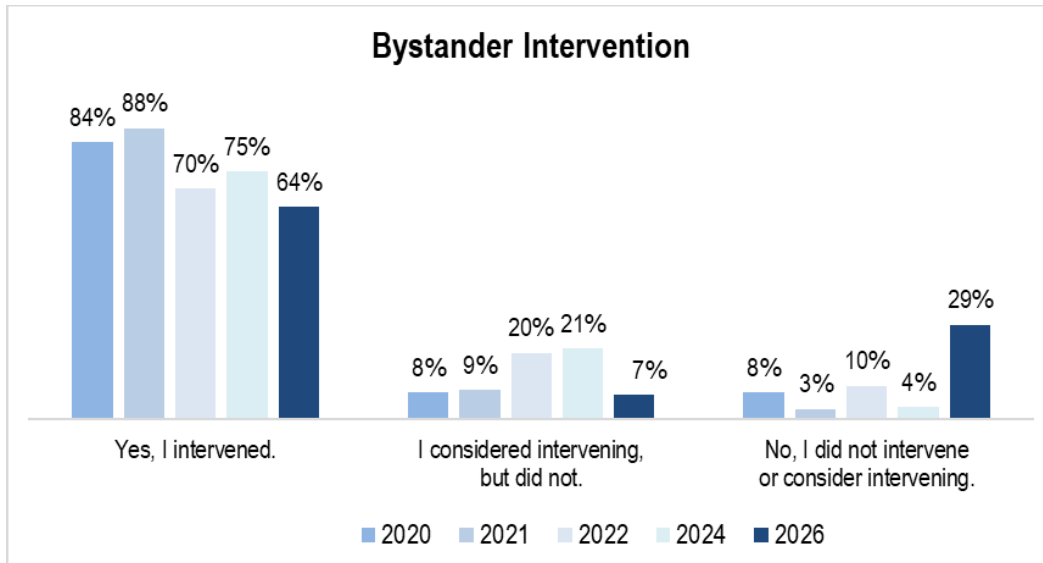


Figure 10: Bystander Intervention (percent choosing each option)

The 9 respondents who answered “yes, I intervened” were asked to select which action(s) they took; those who did not intervene were asked to select the reason(s) they did not. Given the small number of respondents, further analysis was not conducted this year.

New this year (2026), students were also asked how likely they would be to take certain bystander intervention actions in the future. The percentage of students answering likely or very likely is shown in Figure 11 below. All potential actions were considered highly likely, with those concerning one-on-one interventions with friends garnering the strongest support.

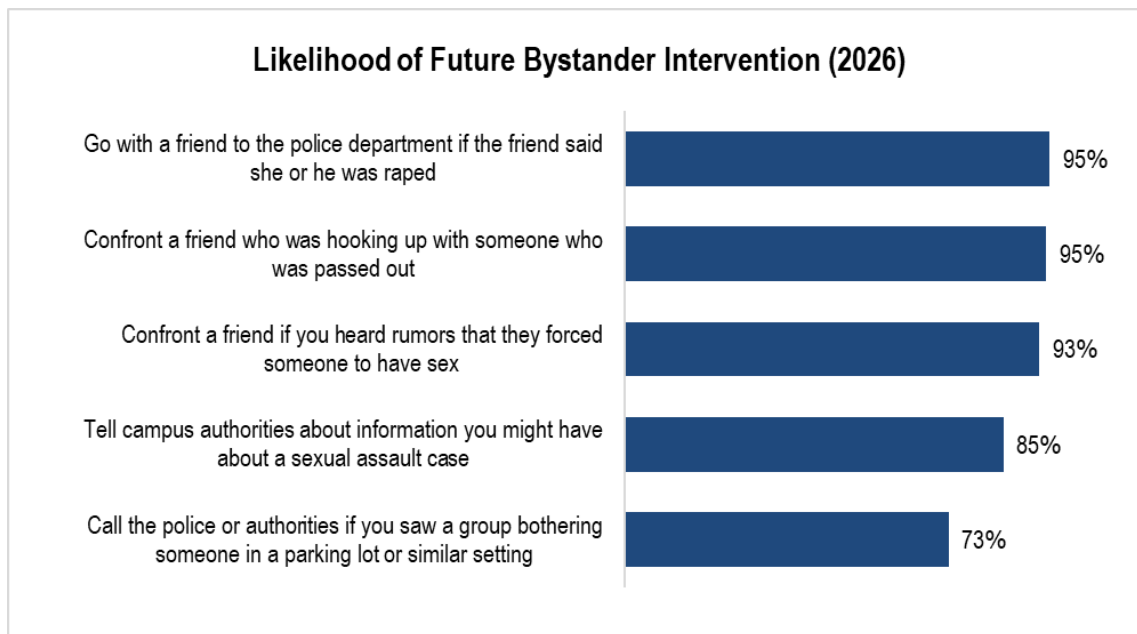


Figure 11: Future Bystander Intervention Actions (percent likely or very likely)

Conclusions

Participants' positive perceptions of the supportiveness of other students at the College remains relatively stable since 2019, and since 2021, there has been improvement in the perception of how the College handles incidents.

The number of survey participants reporting having witnessed sexual assault or sexual violence at the College is two to three times lower than past years. The great majority of students indicate that they would intervene in a hypothetical future situation, but among the few students who did witness an event, the rate of actual bystander intervention behavior was lower than might be expected. However, only two of the five hypothetical scenarios were "real-time" episodes of assault or violence, and there is no way to know if they are similar to the actual situations observed. Added to the very small survey subgroup population actually witnessing events (14) compared to past surveys, it is difficult to draw any immediate conclusions regarding the possible discrepancy between attitudes and behavior surrounding bystander intervention.

8. Knowledge of Campus Resources

Survey participants were asked three questions about their knowledge of campus resources related to sexual harassment (previously referred to as “sexual misconduct”). Figure 12 shows the percentage of participants stating that they agreed or strongly agreed with each provided statement. Knowledge of campus resources had generally been declining since 2020 but improvements or stability were observed in 2026.

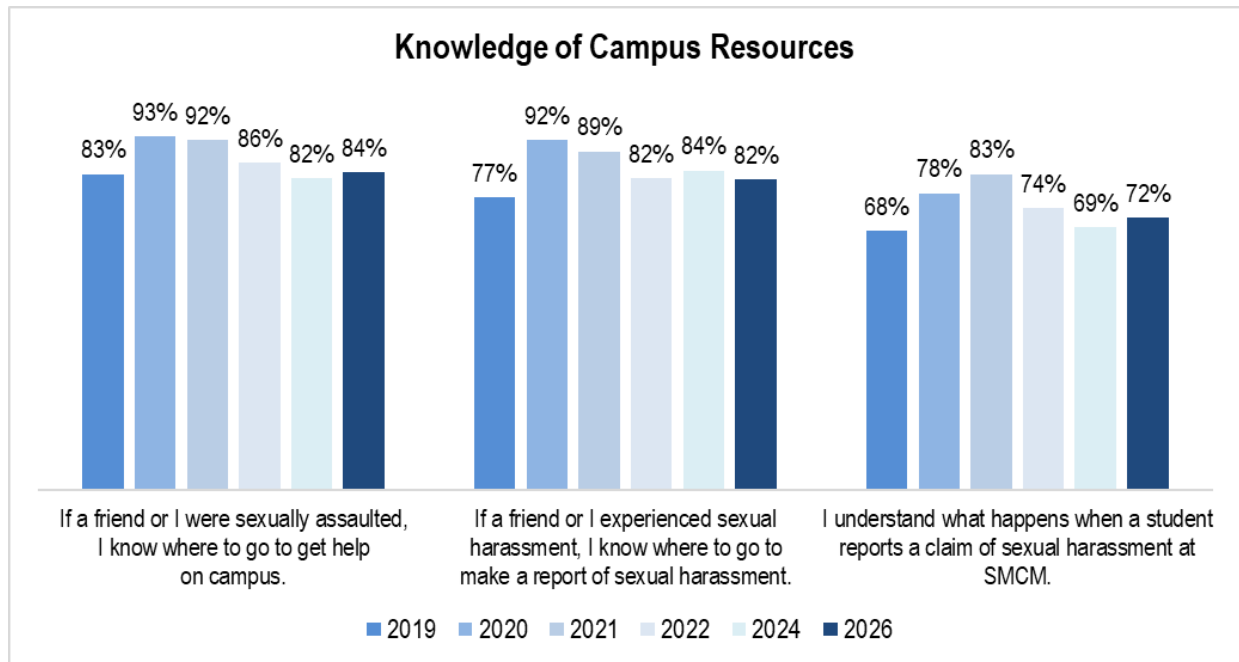


Figure 12: Knowledge of Campus Resources (percent agree or strongly agree)

In prior survey administrations, a knowledge gap was observed among first-year students (and to a lesser extent, sophomores) and upper-level students, with the first-years being less likely to state they have knowledge of the campus resources. Figures 13 and 14 show the knowledge rates by class standing for 2024 and 2026, respectively. Compared to 2024, first-year students showed marked improvement in knowledge, especially the understanding of what happens with a sexual harassment report. Further, juniors in 2026 show noticeable improvements in knowledge compared to first-years in 2024 (presumably these are student from the same participant pool, based on a traditional four-year progression). However, sophomores show a noticeable deficit in knowledge and understanding. Juniors and seniors continue to have the highest knowledge rates, although knowledge among seniors was slightly lower than in 2024.

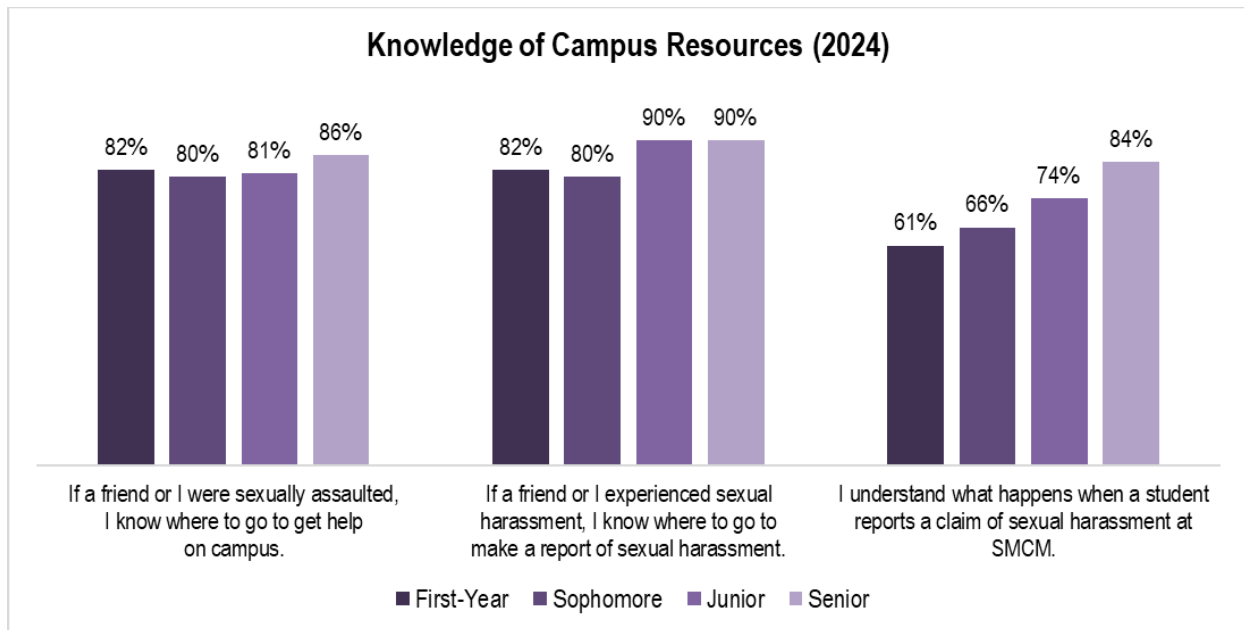


Figure 13: Knowledge of Campus Resources (2024) (percent agree or strongly agree)

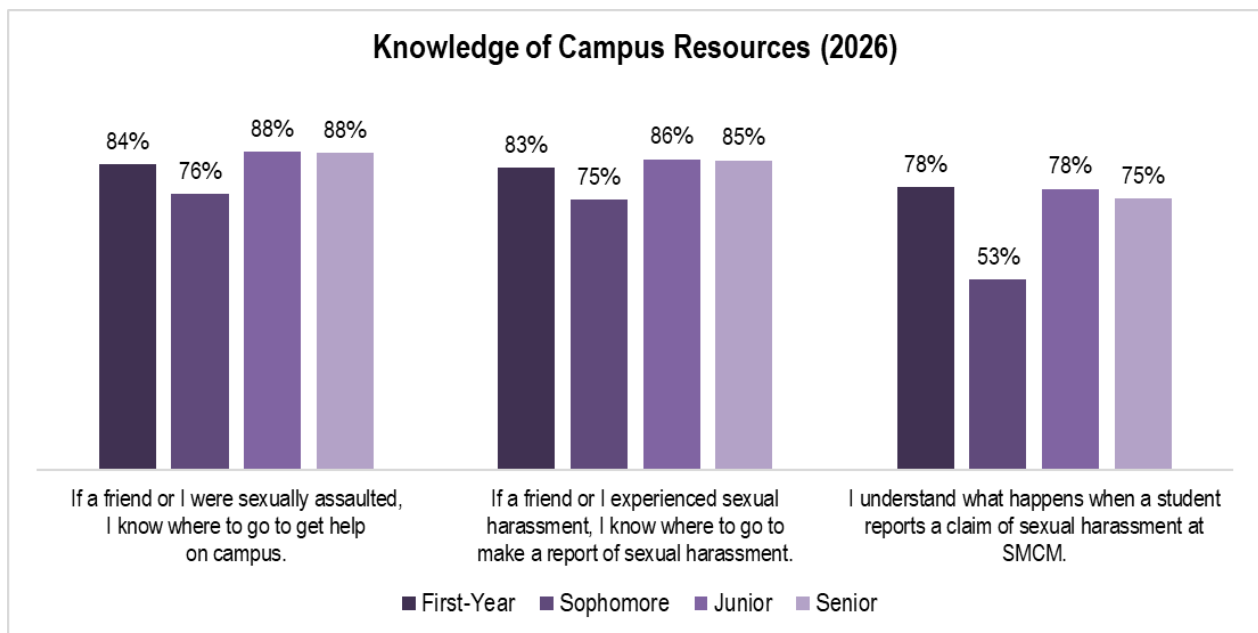


Figure 14: Knowledge of Campus Resources (2026) (percent agree or strongly agree)

Survey participants were also asked about their knowledge and understanding of campus policies relating to sexual harassment. Over 80% of participants answered that they knew where to find the College's Policy Against Sexual Harassment, 72% reported that they had read this policy, and 79% of participants responded that it was very clear or somewhat clear. All of these rates are comparable to the past few years of survey administration.

Conclusions

Measures in this section have improved compared to previous survey administrations. Overall students remain mostly aware of resources and where to find them. Knowledge gaps observed among first-year students seem to have been alleviated, but sophomores lag behind in their overall knowledge of resources.

9. Incidence of Sexual Harassment

The survey asked participants about their own experiences with incidences of sexual assault or sexual violence (which may include sexual assault, stalking, and relationship violence). Of the 260 survey participants answering questions in this section, 37 participants (14%) indicated that they had experienced these forms of sexual harassment since coming to the College. This is a decrease from both 2024 (16%) and 2022 (17%).

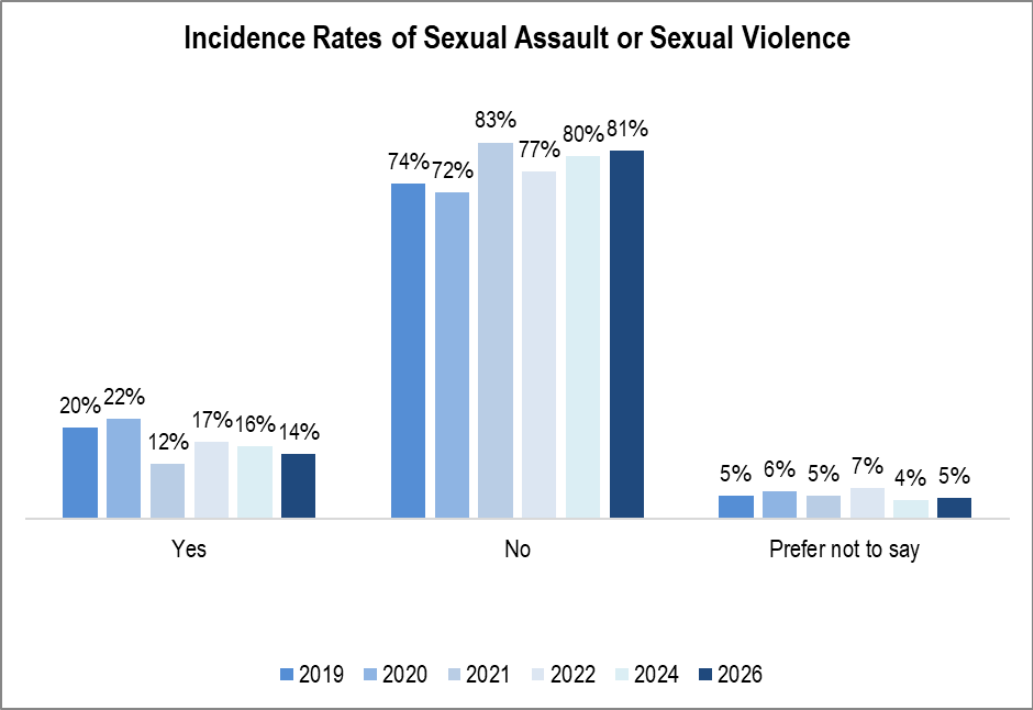


Figure 15: Incidence of Sexual Assault or Sexual Violence (percent choosing each option)

The incidence rates of sexual assault or violence were also examined among the various demographic subgroups, as self-disclosed by survey respondents. Compared to previous survey years, some demographic questions were slightly modified in 2026 to more closely align with recommended language from the Association of American Universities. Specifically, a sexual orientation question was added, language was modified for gender identity, and selectable choices for disability status were changed.

For all demographic categories except class standing and disability status, “Prefer not to say” was a selectable option; note that students who chose not to disclose their demographic information often reported the highest incidence rates. Although these numbers are small, they suggest that some students who experienced sexual assault or violence remain concerned about privacy, even within the anonymity guaranteed by this survey.

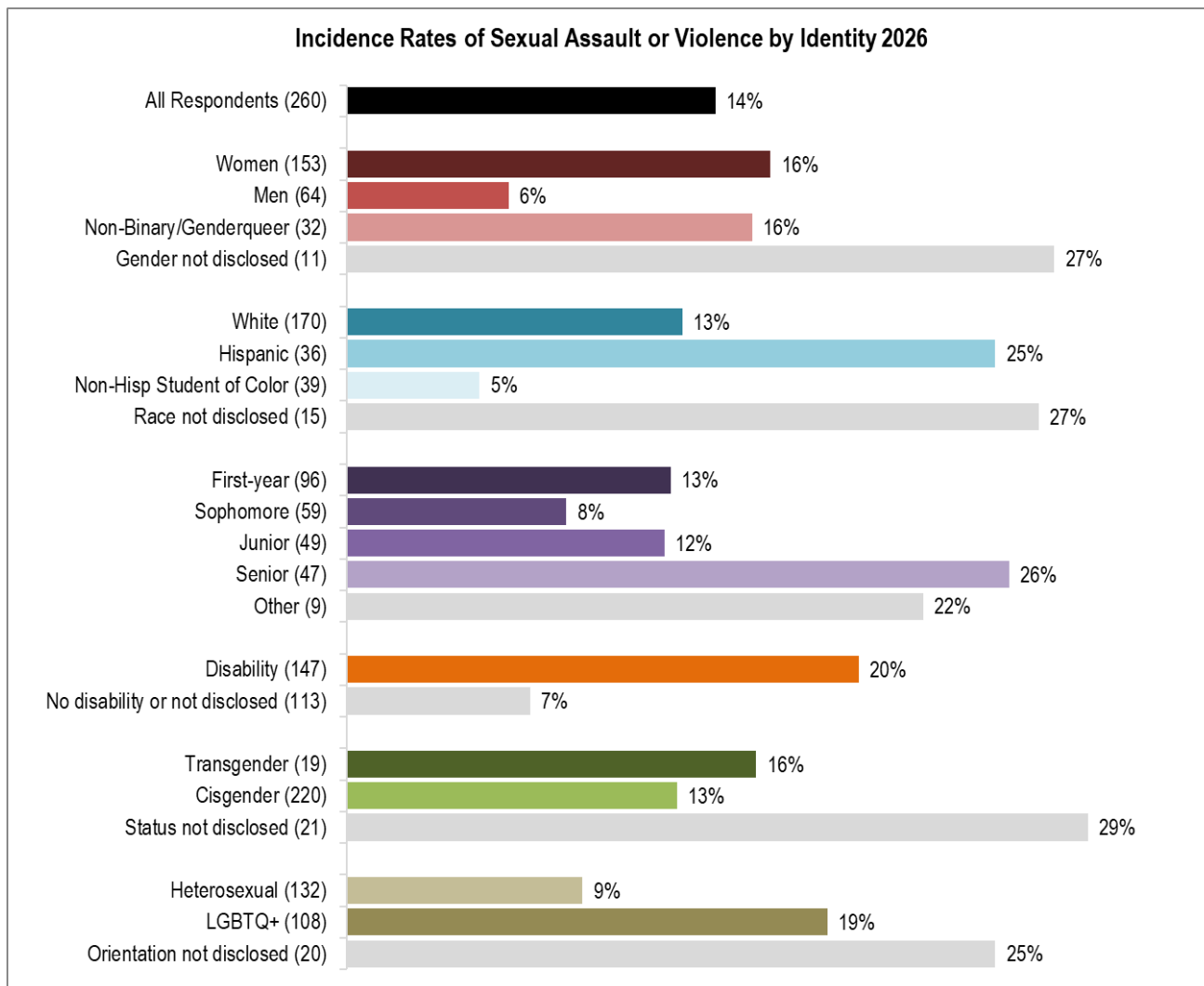


Figure 16: Incidence of Sexual Assault or Violence by Identity (2026)

The demographic distribution among respondents reporting incidents of sexual assault or violence was also examined. The percentages of those reporting incidents who identify as female, as Hispanic, as LGBTQ+, and/or as having a disability had disproportionately higher instances of experiencing sexual assault or sexual violence compared to the overall population. Figures 17 through 22 show the comparison of incidence rates between the various demographic groups and the general population. Incidents reported by students with senior class standing was also disproportionately higher.

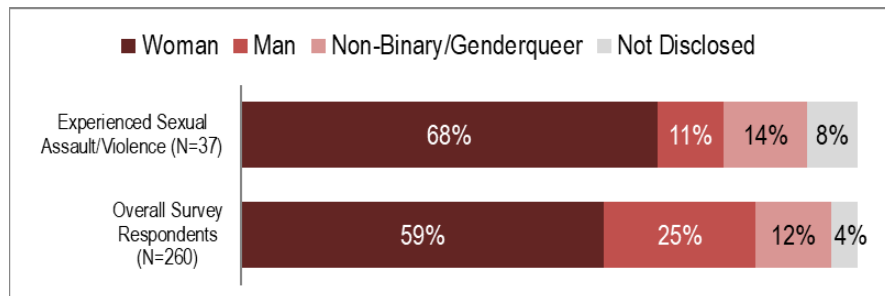


Figure 17: Incidence of Sexual Assault/Violence by Gender Identity (2026)

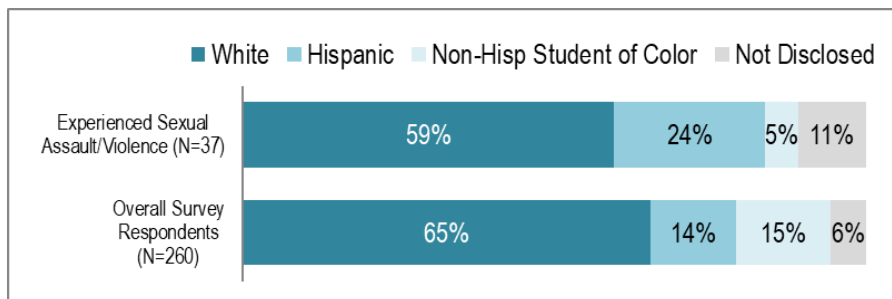


Figure 18: Incidence of Sexual Assault/Violence by Race (2026)

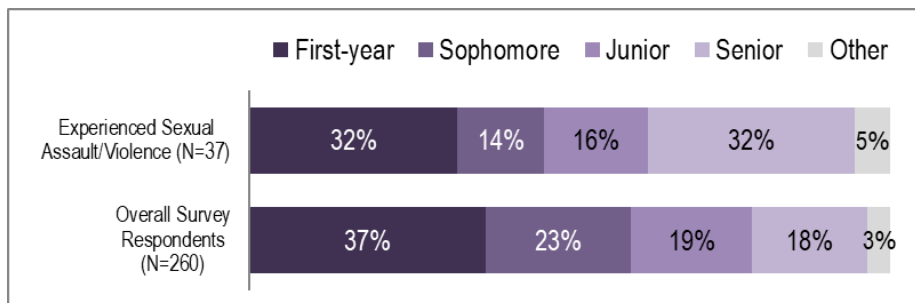


Figure 19: Incidence of Sexual Assault/Violence by Class Standing (2026)

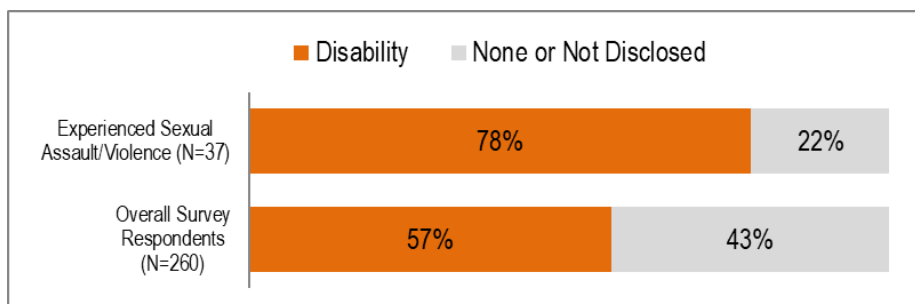


Figure 20: Incidence of Sexual Assault/Violence by Disability Status (2026)

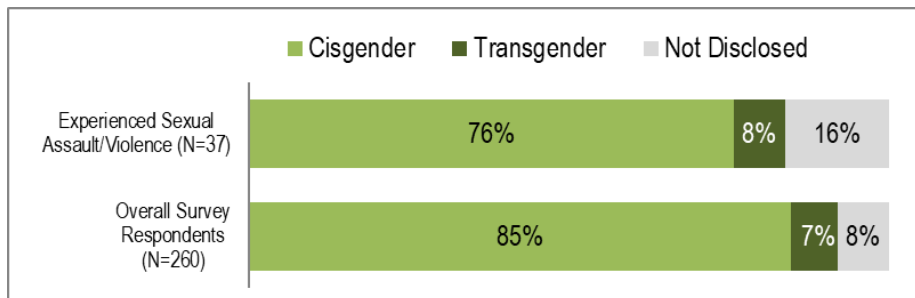


Figure 21: Incidence of Sexual Assault/Violence by Gender Identity (2026)

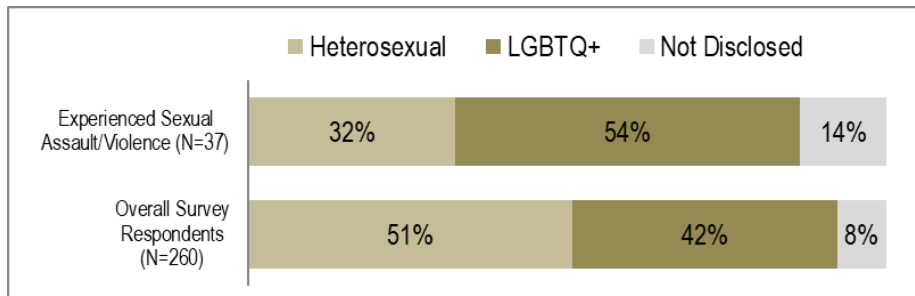


Figure 22: Incidence of Sexual Assault/Violence by Sexual Orientation (2026)

When & Where the Incident Occurred

Of the 37 participants who reported having experienced sexual harassment firsthand, 17 (46%) answered optional additional questions about their experience(s).

Respondents were first asked where the incident occurred. Multiple answers were possible. Due to the low numbers of students reporting, detailed information on where the incidents occurred is not available, but broad patterns within location groups can be examined. In Figure 23, responses were grouped by overall location type, collapsed across on- or off-campus for residences and parties. For comparison, the graph also includes responses from the 2024 and 2022 surveys.

Compared to prior years, more respondents are reporting that the incidents occurred at their own residence, whereas far fewer are stating it occurred at a party or elsewhere off campus.

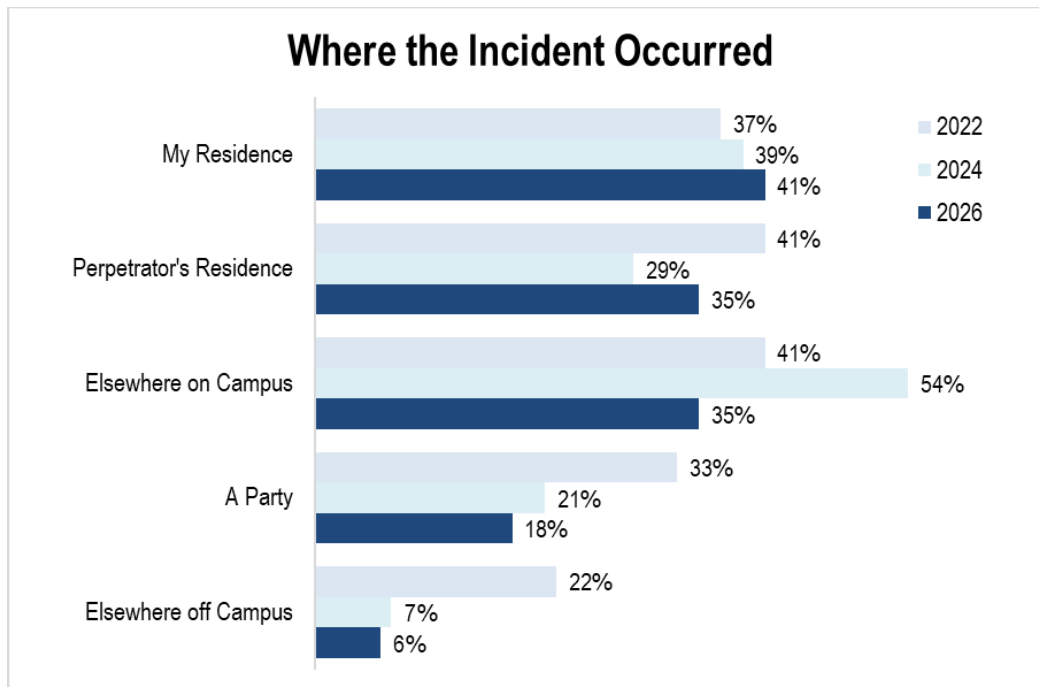


Figure 23: Where the Incidence Occurred (percent choosing each option)

Survey participants were asked how they would describe the incident that they experienced. Nine of 17 participants (53%) stated that they experienced non-consensual sexual touching. Five or fewer reported incidents of non-consensual oral sex, non-consensual penetrative sex, stalking, and/or relationship violence.

Participants were also asked to select the type(s) of social context that preceded the incident; 16 respondents provided answers. For each of the following categories there were six participants (38%) indicating a party, hanging out with a group of friends, spending 1-on-1 time with the perpetrator, or alcohol use (by either the victim and/or the perpetrator). Five or fewer participants indicated another type of social context (e.g., poor lighting, educational setting, or being alone).

Eleven participants (65%) stated that the sexual harassment occurred during their first year, a decrease from 72% in 2024. This remains higher than in 2022 (56%). Five or fewer reported incidents of harassment occurring in other years or provided further details on the timing of incident(s) as it relates to the fall, spring, or summer semesters.

Perpetrators of the Harassment

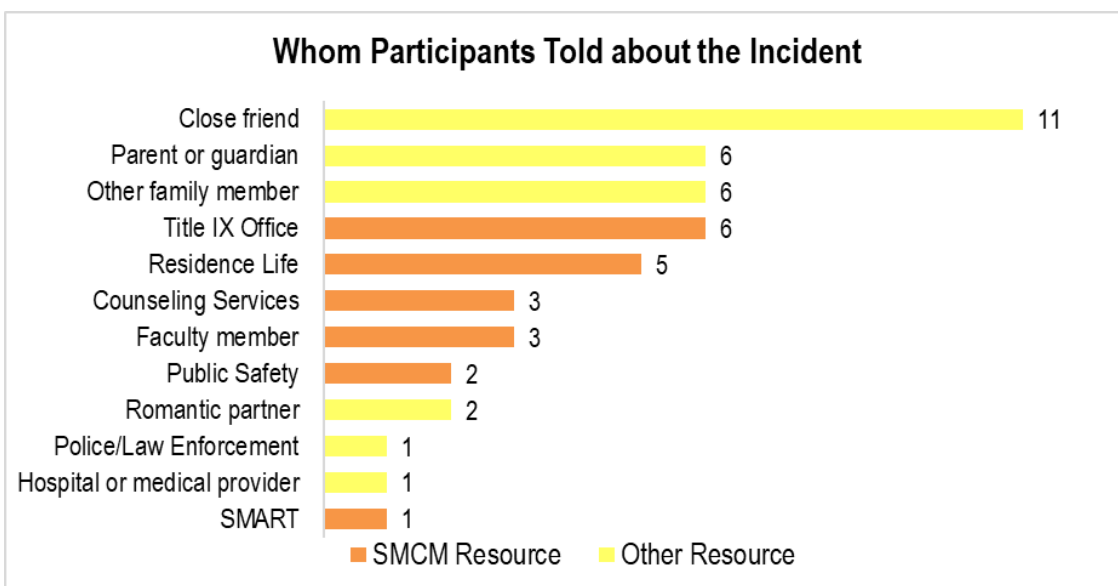
Participants were asked who was involved in unwanted behavior, checking all survey responses that applied to their situation. Respondents could choose to indicate multiple identities.

- 11 participants (65%) reported that it was a student.
- Five participants or fewer reported each of the following: casual or first date, current romantic partner, ex-romantic partner, non-romantic friend, and/or other.

Whom Students Told about the Harassment

Of the 19 participants answering questions about their personal experience with sexual harassment, 11 (58%) indicated that they told someone else about the incident(s). This is comparable to the 57% observed in the 2022 survey, but it is a reversal of the large jump to 92% that was shared in the 2024 survey.

Most respondents (81%) indicated that they told more than one person. As seen in Figure 24, respondents most often told a close friend, followed by a parent or guardian, other family members, and/or the Title IX Office. This is similar to the 2024 results.



Figure

24: Whom Participants Told about the Incident (2026) (number choosing each option)

Participants were also asked to assess the quality of the help they received from the resources they informed about the incident. Because the majority of SMCM resources had five or fewer responses, they must be kept confidential. Of the six participants receiving help from the Title IX Office, 33% indicated good or very good quality of help. This is an improvement from 18% in 2024. But that satisfaction remains lower compared to 43% in 2022, 67% in 2021, and 78% in 2020. Due to small sample sizes, it is difficult to interpret whether these changes are meaningful, but the low quality of help rating is troubling.

Three participants (18%) stated that they chose not to report their experience(s) of sexual assault or sexual violence. Due to there being five or fewer responses, further details cannot be shared.

Conclusions

Among survey participants, 14% indicated that they had experienced sexual assault or sexual violence (including sexual assault, stalking, or relationship violence) since coming to the College. Incidence rates continue to shift slowly downward since 2022, with 2026 having the lowest rate since 2021 (12%), the height of the pandemic.

10. General Conclusions

TBD

Appendix

Campus Culture

Figures 25-29 show more detail of participants' responses regarding perceptions of campus culture, summarized in Section 3, since 2019.

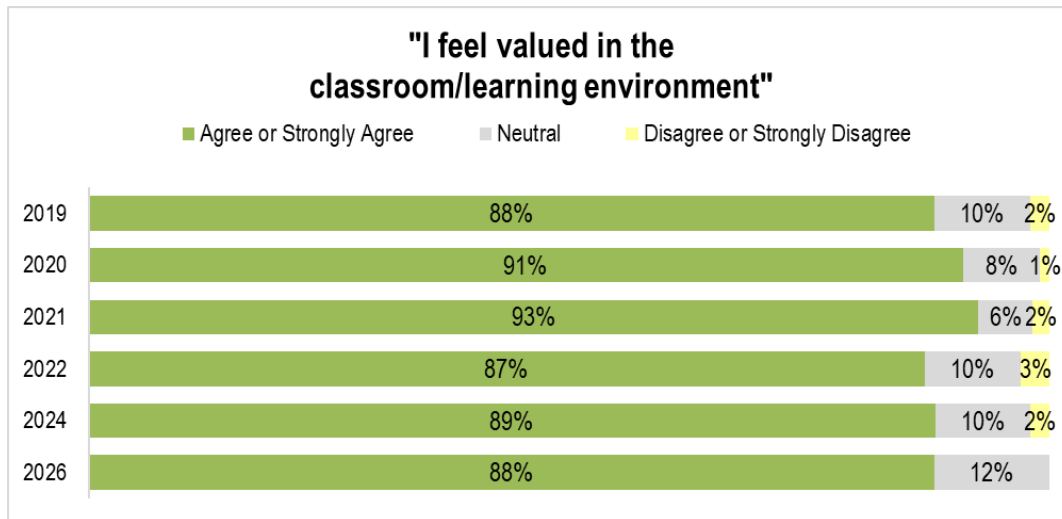


Figure 25: Campus Culture - "I feel valued in the classroom/learning environment"

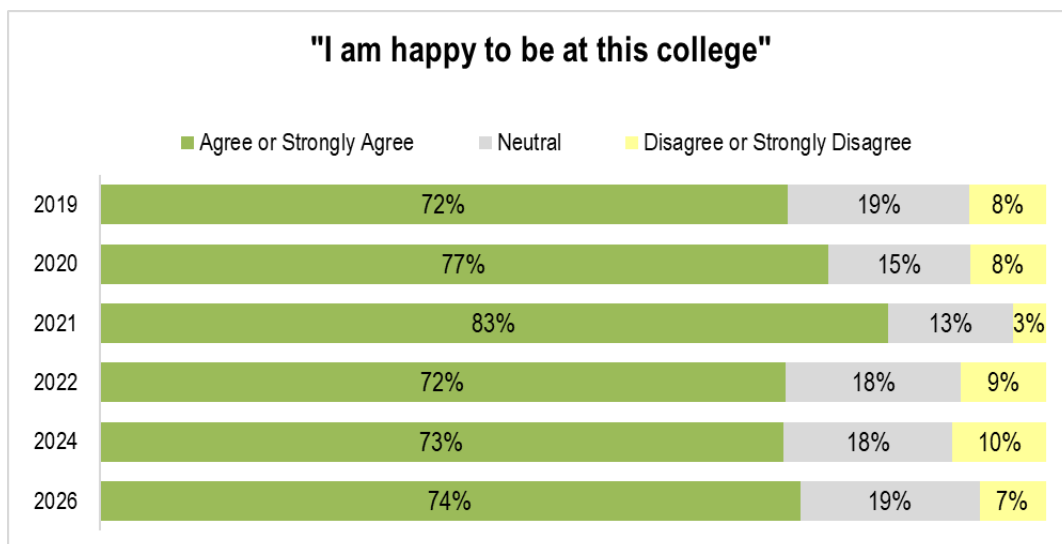


Figure 26: Campus Culture - "I am happy to be at this college"

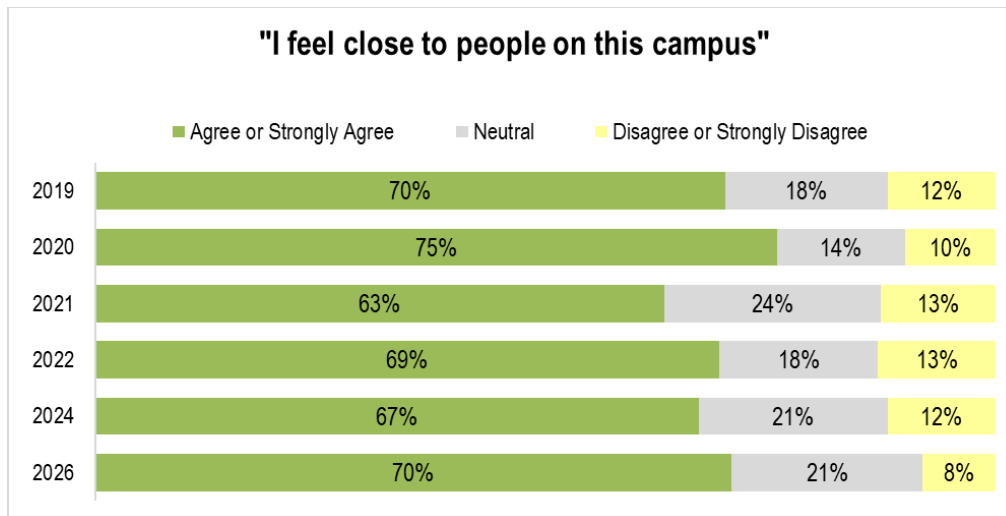


Figure 27: Campus Culture - "I feel close to people on this campus"

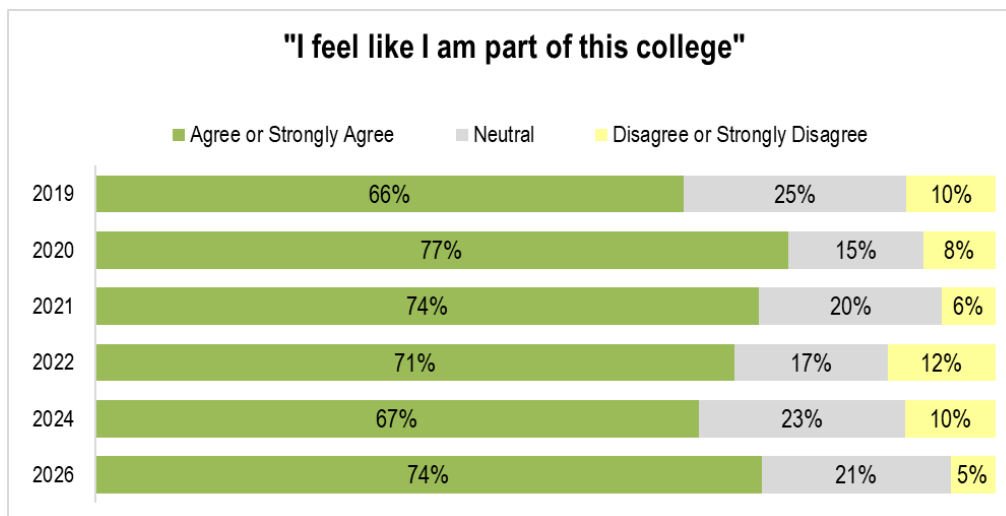


Figure 28: Campus Culture - "I feel like I am part of this college"

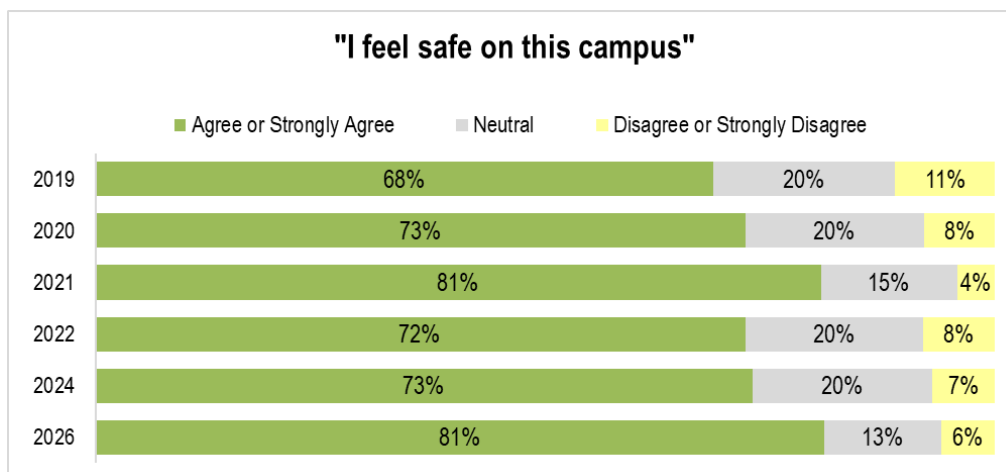


Figure 29: Campus Culture - "I feel safe on this campus"

**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE**

**OPEN SESSION
MINUTES**

Date of Meeting: April 22, 2026, **Status of Minutes:** Draft

Campus Life Committee Members Present: Committee Chair Nicolas Abrams '99, Peter Bruns, Summer LaRocco '26, Jesse Price '92, Faculty Liaison Alla Semenova, Melanie Rosalez '92

Campus Life Committee Members Not Present: Board Chair John Bell '95, President Rhonda Phillips, Kate Fritz '04, Talib Horne '93, Staff Liaison Melissa Golowski,

Staff Members: Jerri Howland

Others Present: Jennifer Sivak, Ann Marie Brady, Felix Martinez, Anna Yates

Executive Summary

Chair Abrams opened the meeting at 3:02 pm. The committee approved the January 29, 2026, minutes. Key topics included commuter student needs, student parking issues, Public Safety program proposals, changes the reporting Office of Inclusion and Belonging structure, enhancements to the Student Trustee role, and endorsement of the 2026 Cultural Diversity Report.

Discussion Items

I. Student Trustee Report

Student Trustee LaRocco reported commuter students are excited about the upcoming renovations to the Campus Center Commuter Student Lounge. LaRocco expressed a need for better communication about on-campus events especially when it impacts parking for commuter students.

Trustee Bruns asked if it was possible to dedicate a parking lot to commuter parking. Howland responded parking is assigned for commuters, but the signage also lists Visitors which is conflicting and needs to be made clearer to reflect priority parking for commuter students Monday – Friday during business hours.

II. Vice President for Student Affairs Report

Howland reported that Student Affairs continues to focus on increasing student connections, engagement activities, and individual student needs.

Barbershop Talk Baltimore Pilot

Dr. Martinez presented a proposal for a pilot Barbershop Talk Baltimore program. Dr. Martinez was approached by Trustee Horne about expanding the current Public Safety program by partnering with the SEED School of Baltimore and KIPP Baltimore to be used as an external recruitment tool. The full proposal can be found in the materials in OnBoard.

Inclusion and Belonging

The Office of Inclusion and Belonging, along with the Office of Student Support Services, will begin reporting to Academic Affairs starting July 1. According to Academic Affairs the move is designed to strengthen both offices and promote the cohesiveness of the scholars' programs. Both offices will report directly to Katy Arnett.

Student Trustee Duties

Howland recommended adding two new requirements to the Student Trustee position. The Student Trustee will now be required to attend the SGA meeting that follows the Board meeting and report out relevant information. They will also be required to participate in the monthly “Chancellor’s Chats” through the University of Maryland System Student Regent Group. Howland expressed the Student Trustee position should be the premier student job, and the Student Trustee needs to understand the level of this role and network with other student trustee peers. A suggestion was made to benchmark how other institutions handle the position.

Dr. Howland’s full report is in the OnBoard materials.

Action Items

Action Item III.A. Approval of the 2026 Cultural Diversity Report

The Campus Life Committee recommends that the Board approve the 2026 Cultural Diversity Report for submission to the Maryland Higher Education Commission. Trustee Bruns made the motion to approve the endorsement, which was seconded by Student Trustee LaRocco. The motion passed unanimously.

The meeting adjourned at 4:17 pm.