



Board of Trustees Meeting

SMCM Board of Trustees

Friday, October 10, 2025 at 9:00 AM EDT to Friday, October 10, 2025 at 5:00 PM EDT
Glendening Annex

Meeting Details: <https://smcm.zoom.us/j/87629308638?pwd=An0Xl33azMKenqLRvUauzNHsflVal.1,13017158592>

Meeting ID: 876 2930 8638

Passcode: 557417

Agenda

BREAKFAST - 8:00-9:00 A.M.

Location: Glendening Annex

I. BOARD OF TRUSTEES MEETING - OPEN SESSION - 9:00 A.M.

A. Board of Trustees Chair's Remarks - 9:00 a.m. to 9:10 a.m.

Presenter: Chair John Bell

B. President's Report - "The First 100 Days" - 9:10 a.m. to 9:50 a.m.

Presenter: President Rhonda Phillips

C. Information Items

1. Board Minutes

2. Dashboards

II. COMMITTEE REPORTS - 9:50 A.M.

A. Governance Committee - 9:50 a.m. to 10:00 a.m.

Presenter: Committee Chair Kristen Greenaway

B. Academic Affairs Committee - 10:00 a.m. to 10:45 a.m.

Presenter: Committee Chair Kim Kelley

1. Information Items

a. Provost's Report

Presenter: Provost and Dean of Faculty Katie Gantz

b. Faculty Senate President's Report

Presenter: Faculty Senate President Todd Eberly

2. Discussion Item - Academic Program Proposal

Presenter: Provost and Dean of Faculty Katie Gantz

3. Action Item

a. Performance Accountability Report Approval (vote to come later in FIA)

C. Admission and Financial Aid Committee - 10:45 a.m. to 11:00 a.m.

Presenter: Committee Chair Ray Wernecke

1. Information Items

a. Vice President for Enrollment Management Report

Presenter: Presented by Dean of Admission Rob Maddox

D. Campus Life Committee - 11:00 a.m. to 11:30 a.m.

Presenter: Committee Chair Nick Abrams

1. Information Items

a. Vice President for Student Affairs Report

Presenter: Vice President for Student Affairs Jerri Howland

b. Student Trustee Report

Presenter: Student Trustee Summer LaRocco

2. Action Items

a. Performance Accountability Report Approval (vote to come later in FIA)

b. Action Item 2526-01: Immigration Enforcement Policy

PRINCE GEORGE HALL VISIT - 11:30 A.M. TO 12:00 P.M.

A people-mover will be available for transportation from Glendening Annex to Prince George Hall.

LUNCH - 12:00 TO 1:15 P.M.

Location: Daugherty-Palmer Commons (DPC)

People-mover available

BOARD OF TRUSTEES GROUP PHOTO - 1:15 P.M.

Location: DPC Terrace

E. Institutional Advancement Committee - 1:30 p.m. to 2:00 p.m.

Presenter: Committee Chair Judy Fillius

1. Information Items

a. Interim Vice President for Institutional Advancement Report

Presenter: Interim Vice President for Institutional Advancement Stephen McDaniel

b. Alumni Association Report

Presenter: Trustee and Alumni Association President Kate Fritz

c. Foundation Report

F. Technology, Buildings and Grounds Committee - 2:00 p.m. to 2:30 p.m.

Presenter: Committee Chair Donny Bryan

1. Information Items

a. Historic St. Mary's City Commission Report

CLOSED SESSION – 2:30 p.m. to 3:45 p.m.

OPEN SESSION - Finance, Investment and Audit Committee - 3:45 p.m. to 4:15 p.m.

b. Action Item 2526-02: Revision of the FY26 Current Fund Operating Budget

c. Action Item 2526-03: Reconciliation of the FY25 Plant Fund Budget

d. Action Item 2526-04: Supplemental Retirement Plan Changes

e. Action Item 2526-05: Supplemental Retirement Plan Changes/Advisory Committee Creation

f. Action Item 2526-06: Performance Accountability Report Approval

CLOSED SESSION - BOARD OF TRUSTEES MEETING - 4:15 P.M. to 5:30 P.M.

BOARD OF TRUSTEES RECEPTION AND DINNER - 6:00 P.M. TO 8:30 P.M.

Location: Nancy R. and Norton T. Dodge Performing Arts Center, Lobby

Program: Ark & Dove Award

Reception: 6:00 p.m.

Dinner: 6:30 p.m.

ST. MARY’S COLLEGE OF MARYLAND
BOARD OF TRUSTEES MEETING
OCTOBER 10, 2025
PRESIDENT’S REPORT

“The First 100 Days”

Overview

St. Mary’s College of Maryland is the nation’s first stand-alone honors college with a long tradition of providing excellence in education. Joining as the eighth President July 1, 2025, is truly an honor, and a privilege, to work with distinguished faculty and board members, highly motivated students, dedicated staff, and engaged alums. Further, SMCM is positioned in an unparalleled location in a state supportive of higher education and co-located with a historic treasure in Historic St. Mary’s City. A major asset to our location is that of the nearby Pax River Naval Air Station. All these factors combine to present the opportunity to enhance and position SMCM for an even brighter, stronger future. Together, we will achieve new heights. This report provides a brief summary of initial findings, activities and plans thus far.

100 Day Listening Tour

The plan included many meetings from one-on-one discussions to large groups to receptions for alums, students, staff and faculty. Additionally, it included an intense 38-day communications and outreach plan to connect with community members, alums and other external stakeholders. The idea behind the tour is to provide opportunity for me to learn as much as possible by meeting with those who are part of the SMCM community.

In total, there were over 265 meetings conducted over the 100-day period, with 105 of those specifically for the listening tour. Of course, the conversations for the other meetings often centered on my learning. Hundreds of people attended and over 150 provided feedback via the online listening tour link, connected to the Office of the President webpage for which there were over 700 visitors during the timeframe.

The types of meetings held were designed to engage the following stakeholders and members of the SMCM community. Note that these are distinct events with various numbers of participants.

- 18 Faculty events, forums or meetings
- 18 Staff events, forums or meetings
- 14 Student events or meetings (including the Welcome Back to Campus event open to all with many hundreds of attendees, as well as two events at my home for scholars’ groups)
- 26 Community member events, forums or meetings
- 5 Alumni events (held in Baltimore, Frederick, and on SMCM campus to meet with over 200 alums and friends)
- 11 Elected Officials meetings (one-on-one including Gov. Moore, these meetings were held in Baltimore, Annapolis and in St. Mary’s County)
- 10 Trustees meetings (one-on-one, held at various locations)
- 3 State Agencies

More details will be forthcoming once the close of the tour happens, October 10. Additional meetings will continue as well as establishing goals to meet with the units and departments across campus on a regular basis throughout the future.

Initial Points Learned include that there is much pride in SMCM by all those associated. With the long history in this region, it is looked to as a leader and asset. At the same time, there exist opportunities to move forward and engage, and re-engage, various stakeholders. This will be included in the plan going forward and it is my intention to cast an even wider net for building support and connection with our college. We are a nationally ranked institution that occupies an enviable position – this point needs to be recognized more across the range of stakeholders as well as the wider national and international context. Already there are actions, plans and ideas for helping achieve these aspirations and goals.

While we do so much that is very positive, it is clear here is room for improvement for some of our operational and management aspects. This includes improving processes as well as supporting tools and training. The latter especially emerged as a point that is needed across units. At the same time, we are parsing through recent changes with our enterprise resource system software provider and will be pushing forward for resolution and improvement soon.

It is my intent to fully assess all input and report out to the SMCM community with a summary. This will also include ideas and desired direction for next steps. It is important to note that information gathered during this process will help launch the next strategic plan, with the goal of readying that for an August (start of semester) release in 2026. Note that the *Rising Tide* plan sunsets June 30, 2026, and it is anticipated that final analysis will reveal those areas that need changing, moving forward to include in the new plan, and other insights on implementation. It is crucial that community members are involved, and their perspectives reflected in the new plan so we can move forward towards goals.

Initial Actions

Numerous actions have been taken to help respond to priorities as well as identify new priorities that result from changing conditions in higher education. These include several to note as on-going, important actions. One of the most sought after and highly valued actions is that of strengthening institutional shared governance. This has been a topic of discussion and analysis over the past several years, and it is time to move forward with recommendations and ideas for implementing best practices for inclusive shared governance processes. A committee with broad representation will provide recommendations for the next board of trustees meeting to be held in February.

Another area focuses on organizational structure. A new Leadership Council, with representatives from across campus has been implemented, with monthly meetings to inform and support units. The President's Council has been re-organized to aid in more engagement and sharing of information. Some communications functions have been expanded to provide more connections.

During this time, a thorough review of business and related operational practices is being undertaken. Initial improvements include processes around purchasing as well as transitioning more routine forms to online with more easily useable formats.

Closing

There are myriad other items and points learned that will be reported out to the SMCM community soon. It is a strong foundation we build upon, and I look forward to continuing to learn more by engaging all in our community.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES**

**OPEN SESSION
MINUTES**

Date of Meeting: January 31, 2025

Status of Minutes: Approved

Board of Trustee Members Present: Board Chair John Bell '95; Nicolas Abrams '99; Peter Bruns; Donny Bryan '73; Hudson Christensen '25; Paula Collins; Susan Lawrence Dyer; Peg Duchesne '77; Judy Fillius '79; Kate Fritz '04; Elizabeth Graves '95; Gail Harmon; Tim Heely; Sven Holmes; Talib Horne '93; President Tuajuanda Jordan; Kimberly Kelley; Jesse Price '92; Melanie Rosalez '92; Danielle Troyan '92; Ray Wernecke; John Wobensmith '93.

Board Members Not Present: Carlos Alcazar; Lex Birney; Kristen Greenaway; Anirban Basu; Steny Hoyer.

Staff Members: Betsy Barreto; David Taylor.

Others Present: Jenn Falkowski; Kayla Lovitts; Anne Marie Brady; A.J. Delozier; Marty Madden; Gretchen Phillips; Samantha Katz; Katie Gantz; Jerri Howland; David Hautanen; Carolyn Curry; Silvio Borrero; Brandon Engle; Todd Eberly; Chuck Steenburgh; Leslie Mangold; Amir Mohammadi; Felix Martinez; Jamie Athey; Jeff Byrd.

Executive Summary

Chair's Remarks - Board Chair John Bell called the meeting to order at 9:00 a.m. and a quorum was noted. He thanked Presidential Search Committee Chair Ray Wernecke for his effective work with the efforts to date; he also thanked Anne Marie Brady and Katie Arnett for their ongoing work with the Middle States report. Higher education may face serious challenges at the state and federal levels. The state of our residence halls and need for modernization will continue to be a Board priority that we will discuss. The Board lunch will be with the staff as we continue trustee outreach.

President's Report – President Jordan thanked Chair Bell for his demonstrated care and commitment. She commended Anne Marie Brady and Katie Arnett and the Steering Committee for its ongoing work completing the Middle States report content, and Lee Capristo and Jo Oliver for their editorial work along with valuable input from Trustees Dyer, Collins, and Kelley and VP Curry to get us to this point. The site visit will be in March. We continue to make great progress with the “Taking the LEAD” fundraising effort which has exceeded its goals; and Annapolis will feature robust sessions this year. Our staff will have two notable retirements this winter, as Kathy Grimes and Anna Yates both will be leaving SMCM after years of dedicated service.

Governance – Committee Chair Collins gave the report from the January 6 Governance Committee meeting. The Board dinner will feature 2024 Ark & Dove Recipient Michael P. O'Brien, who was unable to attend the October event; she mentioned that we seek nominees for the 2025 awardee, and nominations should be forwarded to President Jordan, Paula, and John Bell. Chair Collins reported on Action Item 2425-09 to update the Board three-year calendar to reflect the new meeting format (of committees meeting in advance of the Board meetings) and the proposed date change for the July summer retreat. Following a motion by Chair Collins and a second by Trustee Dyer and a unanimous vote, the action item was approved. The action item is summarized below.

Technology, Buildings, and Grounds – Committee Chair Bryan gave the report from the January 8 Committee meeting, which focused on a number of projects. For Marine Sciences, the newly renovated lab in Schaefer Hall will open this fall and construction continues on the Marine Sciences vessel. The residence hall refresh is underway and will occur in three phases to enable improvements done strategically; during Thanksgiving and winter breaks, short-term upgrades were made in the traditional residence hall main lobbies and recreation rooms that included new flooring, furniture, paint, and lighting. Mid-term renovations will begin in 2025 and span a three-year period; this phase will include modernizing restrooms, installing new lighting in the corridors, and upgrading all finishes throughout the halls. The Historic St. Mary's City Report indicates the Heritage Center project is back underway after construction delays; and we will dedicate an impressive art installation in the Dodge Performing Arts Center lobby later this semester (an oyster sculpture made from recycled plastic).

Chair Bryan reported the committee endorsed the FY26 Plant Fund budget, Action Item 2425-11, for FIA Committee review and formal action. The action item is listed at the end of this report.

Finance, Investment, and Audit – Committee Chair Wobensmith gave the report from the January 7 Committee meeting, at which the results of the Clifton, Larson, Allen audit were discussed; the financial statement audit opinion is unmodified, with no fraud, weakness, or deficiencies. On a motion by Chair Wobensmith, a second by Trustee Holmes, and a unanimous vote, the Board voted to accept Action Item 2425-10, the FY24 Auditor's Report and Audited Financial Statements (the action item is referenced at the end of this report).

Committee Chair Wobensmith also reported on the January 30 FIA meeting which included a review of the College financial results to date; the committee also got an update on the residence hall modernization efforts and projected costs. The Committee endorsed Action Item 2425-11 for Board Approval of the FY26 Plant Fund Budget; on a motion by Chair Wobensmith and a second by Trustee Dyer, the action item was unanimously approved (and is referenced at the end of this report).

Academic Affairs – Committee Chair Bruns gave the report from the January 16 Academic Affairs Committee meeting, which included reports from Vice President Gantz and Faculty Senate President Eberly. Two academic programs were discussed and forwarded to the Board for consideration and approval – the approval of a data science minor and a dual degree, 3-2 program with Bard College for two environmental studies specializations – an MS in Climate

Science and Policy and an MS in Environmental Policy. This dual degree program will require no new resources other than marketing materials. The Data Science minor points to the growing demand for data science skills throughout the region. Pillar (I.A) of the Rising Tide set forth the goal of developing three to five new programs by fall 2024 and implementing at least two new programs by fall 2026. In summer 2024, SMCM faculty steering committees developed four new programs, for possible inclusion in the curriculum, and following a process of review and shared governance, and on faculty recommendation and approval by President Jordan, these two programs met the requirements for program creation. Following a motion by Chair Bruns and a second by Trustee Harmon and a unanimous vote, the programs were approved via Action Item 2425-12. Trustee comment complimented the thoroughness of the effort and encouraged the monitoring of the economics of these programs; the consensus was positive.

Admission and Financial Aid – Committee Chair Wernecke gave the report from the January 9 AFA Committee meeting and highlights from Vice President Hautanen’s report. The committee meeting featured a special presentation on The Evolving Transfer Market – led by Jacqui Rogers-Frere, Director of Transfer Recruitment, Admission and Services, and Rob Maddox, Director of the Office of Student Financial Assistance. The total spring enrollment is 1525 students, including 39 part-time; the current spring enrollment includes 33 students (two first-year and 31 transfer students) – which hits the goal of 30 new students. As of January 29, the preliminary fall-to-spring term retention of all full-time students was 92.4%, similar to the prior two years; and of first-year students it was 93%. While retention of Pell eligible students improved, there was some decline in retention of Hispanic/Latino/a students which will be assessed. In response to a trustee question, while issues with FAFSA had some impact last year, things seemed back on track this year with no perceptible impact.

Campus Life – Committee Chair Abrams gave the report from the January 14 meeting. The fall semester began with Counseling Services relocating to Margaret Brent Hall; the move was the result of expanding health and counseling services to meet students’ needs on campus. With more staff hired in both counseling and health, the previous Wellness Center location was not able to hold both units. Throughout campus, the community members were expressing feelings of anxiety, uncertainty and fear around the presidential election. It also was reported that some 34% of SMCM students identify as having a neuro-diverse disability – while the national average ranges from 10% to 30%. No matter the disability, the campus goal is to make the campus accessible, students supported, and their needs addressed. Student Trustee Christensen commented that the campus-wide transition to the Anthology system has been challenging for students; they understand this will help students in the long-run, but they could use a bit more help during this phase of the transition. And we will seek applications for the next student trustee in training, with interviews and a nomination to be completed in April.

Institutional Advancement – Committee Chair Harmon gave the report from the January 8 meeting. The “Taking the Lead” campaign surpassed its \$20M goal a year ahead of schedule and will continue the fundraising effort with a \$3M goal transition to “How High Can We Fly?” phase to conclude in June; and Giving Tuesday raised more than \$800K. A major donor driven fundraising initiative also is underway for restroom upgrades in one residence hall to serve as a catalyst for three others. Trustees Graves and Rosalez were complimented for their efforts to provide alumni names as potential targets. The integrated marketing team has been working

closely with Admissions through multiple and targeted communication strategies in support of making SMCM a college of choice and in particular, by targeting some 100 high schools. Trustee Alcazar was credited with supporting this effort with website navigation and layout consistency.

Efforts continue to make SMCM a regional cultural hub; while overall attendance (more than 12,000) was down slightly from last year, revenues were up.

At this point, this open session meeting was adjourned for a scheduled lunch with staff at the Daugherty Palmer Commons.

Action Item 2425-09 Calendar Change for 2026: The Governance Committee recommends the following edits to the Board of Trustees meeting schedule for calendar year 2026; the February date edit is to provide more time for committee meetings to be held and meeting materials prepared after winter break given the new committee meeting schedule. The October wording edit is to convey more clearly the new meeting format. The action item was approved by unanimous vote.

Action Item 2425-10 Acceptance of FY24 Auditor's Report and Audited Financial Statements: The Finance, Investment, and Audit Committee recommends that the St. Mary's College of Maryland Board of Trustees accept the FY24 auditor's report and the audited financial statements of the College. The action item was approved by unanimous vote.

Action Item 2425-11 Approval of FY26 Plant Fund Budget: The Finance, Investment, and Audit Committee recommends approval by the Board of Trustees, with the endorsement of the Technology, Buildings and Grounds Committee, of the proposed FY26 plant fund budget in the amount \$1.587M. The action item was approved by unanimous vote.

Action Item 2425-12: Academic Program Proposals: The Academic Affairs Committee recommends approval of the two new programs for Board approval:(a) Data Science Minor. (b) Dual degree, 3-2 program with Bard College for two possible Environmental Studies specializations. The action item was approved by unanimous vote.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES**

**OPEN SESSION
MINUTES**

Date of Meeting: February 25, 2025

Status of Minutes: Approved

Board of Trustee Members Present: Board Chair John Bell '95; Nicolas Abrams '99; Carlos Alcazar; Anirban Basu; Lex Birney; Peter Bruns; Donny Bryan '73; Hudson Christensen '25; Paula Collins; Peg Duchesne '77; Susan Lawrence Dyer; Judy Fillius '79; Kate Fritz '04; Elizabeth Graves, 95; Gail Harmon; Tim Heely; Sven Holmes; Talib Horne '93; Steny Hoyer; Kimberly Kelley; Jesse Price '92; Melanie Rosalez '92; Danielle Troyan '92; Ray Wernecke; John Wobensmith '93.

Board Members Not Present: Kristen Greenaway.

Staff Members Present: Betsy Barreto; Mary Broadwater; David Taylor.

Others Present: Robin Mamlet, WittKieffer.

Meeting Closing

Chair Bell called the meeting to order at 2:30 p.m. and a quorum was noted. He asked for a motion to close the open session of the Board of Trustees in accordance with Maryland General Provisions Code, Ann. §3-305 (b) to review and discuss items permitted in closed session, specifically: (1)(i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; (ii) Any other personnel matter that affects one or more individuals; The topic for discussion was the Presidential search and the process, progress, and candidates. Upon a second and a unanimous vote to approve, the open session was closed. The meeting would not return to an open session.

Staff members Betsy Barreto and David Taylor were excused.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
EXECUTIVE COMMITTEE MEETING
OPEN SESSION MINUTES**

Date of Meeting: March 31, 2025

Status: Approved

Trustees Present: John Bell '95, Board Chair; Nick Abrams '99; Peter Bruns; Donny Bryan '73; Paula Collins; Susan Dyer; Gail Harmon; Ray Wernecke; John Wobensmith '93; Tuajuanda Jordan President.

Trustees Absent: None

Others Attending: Betsy Barreto; Mary Broadwater; Amir Mohammadi; David Taylor; Jerri Howland.

Chair Bell called the open meeting to order at 5 p.m. A quorum was noted. He made a motion for the meeting to go into closed session, for reasons that follow. On a second and a unanimous vote, the meeting went into closed session.

TOPICS TO BE DISCUSSED: (14) Possible facilities renovation, associated costs, fundraising scenarios and project vendors for a proposed Prince George Residence Hall renovation project; (2) Potential Fund-Raising Prospects.

REASON FOR CLOSING: To protect the privacy and identity of individuals who may be discussed or permit a preliminary discussion of related matters that may not require public disclosure at this time; to discuss matters directly related to the contents of a bid or proposal.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES MEETING
OPEN SESSION**

Date of Meeting: April 21, 2025

Status of Minutes: Approved

Trustees Present: John Bell '95, Board Chair; Nick Abrams '99; Carlos Alcazar; Anirban Basu; Peter Bruns; Donny Bryan '73; Hudson Christensen '25; Paula Collins; Peg Duchesne '77; Susan Dyer; Judy Fillius '79; Kate Fritz '04; Elizabeth Graves '95; Kristen Greenaway; Gail Harmon; Tim Heely; Sven Holmes; Talib Horne '93; Kimberley Kelley; Jesse Price '92; Ray Wernecke; John Wobensmith '93; Tuajuanda Jordan President.

Trustees Absent: Arthur "Lex" Birney; Steny Hoyer; Melanie Rosalez '92; Danielle Troyan '92.

Others Attending: Betsy Barreto; Mary Broadwater; Carolyn Curry; Amir Mohammadi; David Taylor; Jerri Howland; Jonathan Dobry; Brad Newkirk; Mary Grube.

Chair Bell called the open meeting to order at 12 noon. A quorum was noted. He made a motion for the meeting to go into closed session, for reasons that follow. On a second and a unanimous vote, the meeting went into closed session. The meeting would not return to an open session.

TOPICS TO BE DISCUSSED: (14) Possible facilities renovation, associated costs, fundraising scenarios and project vendors for a proposed Prince George Residence Hall renovation project; (2) Potential Fund-Raising Prospects.

REASON FOR CLOSING: To protect the privacy and identity of individuals who may be discussed or permit a preliminary discussion of related matters that may not require public disclosure at this time; to discuss matters directly related to the contents of a bid or proposal.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
OPEN SESSION
MINUTES**

Date of Meeting: May 9, 2025

Status of Minutes: Approved

Board of Trustee Members Present: Board Chair John Bell '95; Nicolas Abrams '99; Carlos Alcazar; Lex Birney; Peter Bruns; Donny Bryan '73; Hudson Christensen '25; Paula Collins; Susan Lawrence Dyer; Peg Duchesne '77; Judy Fillius '79; Kate Fritz '04; Elizabeth Graves '95; Kristen Greenaway; Gail Harmon; Tim Heely; Sven Holmes; Talib Horne '93; President Tuajuanda Jordan; Kimberly Kelley; Melanie Rosalez '92; Danielle Troyan '92; Ray Wernecke; John Wobensmith '93.

Board Members Present via Zoom: Anirban Basu; Jesse Price '92.

Board Members Not Present: Steny Hoyer.

Staff Members: Mary Broadwater; Betsy Barreto; David Taylor.

Others Present: (for open session) Jenn Falkowski; Kayla Lovitts; Anne Marie Brady; Gretchen Phillips; Samantha Katz; Katie Gantz; Jerri Howland; David Hautanen; Carolyn Curry; Silvio Borrero; Brandon Engle; Todd Eberly; Chuck Steenburgh; Amir Mohammadi; Jamie Athey; Jeff Byrd; Caleb Shankle; Kelly O'Grady; Robert Maddox; Jackie Wright; Katy Arnett; Leslie Mangold; Meredith Weiers; Jenn Kersch; Jenny Sivak; Wanda Fenwick; Amelia Villada; Jennell Sargent; Sam Becraft; Caroline King; Cindy Greb; Kevin Emerson; Joanne Goldwater; Jess Jolly; Caroline King; Laura Frazier; Mai Savelle; Amelia Villada; Michael Dunn; Jacob Zyla

Chair Bell convened the open session of the Board of Trustees meeting at 9 a.m. He then asked for a motion to close this open session meeting of the Board of Trustees in accordance with Maryland General Provisions Code, Ann. §3-305 (b) to review and discuss items permitted in closed session – specifically, to discuss: (1)(i) Appointment, employment, assignment, promotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over which it has jurisdiction; (ii) Any other personnel matter that affects one or more specific individuals. (2) To protect the privacy or reputation of individuals with respect to a matter not related to public business. (7) To consult with counsel or obtain legal advice. On a motion, a second, and a unanimous vote, the meeting went into closed session. It would reconvene in open session when the closed session business was completed.

Chair Bell reconvened the open session of the Board of Trustees meeting at 10:30 a.m. and a quorum was noted. He began by thanking President Tuajuanda Jordan for her outstanding service as President for the past 11 years, and welcomed incoming President Rhonda Phillips, who reports July 1. Chair Bell thanked the six trustees leaving Board service – Carlos Alcazar, Lex

Birney, Pet Duchesne, Gail Harmon, Sven Holmes, and Hudson Christensen. He then called on President Jordan to give her report.

Presidents Report – President Jordan gave her final report, thanking the Board for their support and looking forward toward the success of her third transformational strategic plan; five students are competing for Fulbright awards into the final stages; athletics continues to excel and is the frontrunner to again earn the conference award for the highest-achieving college competitively; some 386 students will cross the stage at the May 10 commencement featuring Maryland Congressman Jamie Raskin; we had a great year in Annapolis; and we look forward to a positive result and our Middle States re-affirmation.

Governance Committee – Chair Paula Collins announced that through Board action this morning, three trustees – Gail Harmon, Sven Holmes, Peg Duchesne – had earned emeritus/emerita status; and President Jordan had earned President Emerita status. She reminded all trustees to complete the self-assessment that will soon be open via On Board; the Board will use the results for discussion at the July retreat. She also presented one item for Board action.

Board of Trustees Three-Year Calendar – at its April 11 meeting, the Governance Committee unanimously approved the three-year calendar (through 2027) for full Board review and a vote. On a motion by Trustee Dyer; a second by Trustee Wernecke; and a unanimous vote, the three-year calendar was approved via Action Item 2425-24.

Academic Affairs Committee – Committee Chair Peter Bruns reported and referenced Vice President Gantz's report and Senate President Todd Eberly's report in the Board materials. In response to a question, Vice President Gantz acknowledged that while two faculty had left Computer Science, two had been hired to replace them. Chair Bruns then presented the action item to approve the degrees to be awarded at commencement.

Approval of 2025 Candidates for Graduation – at its April 14 meeting, the Academic Affairs committee approved the 2025 candidates for Bachelor of Arts, Bachelor of Science, and Master of Arts in Teaching for graduation. On a motion from Trustee Wernecke; a second from Trustee Holmes; and a vote, the candidates were approved via Action Item 2425-25. Student Trustee Christensen abstained, due to conflict of interest.

Institutional Advancement Committee – Committee Chair Gail Harmon gave the report and said some 1300 were expected for alumni reunion this year and acknowledged the tremendous support of alumni in the success of the recently completed LEAD campaign – which raised more than \$23M including \$2.9M this year. SMCM alumni are passionate in their support and critical to the future success of the College. She complimented Institutional Marketing for their outstanding efforts, including videos that prompted a 12% increase in out-of-state inquiries this year. The fundraising initiative for residence hall renovations has been successful and raised some \$1.130M this year; in particular she acknowledged the efforts of Vice President Carolyn Curry and Trustee Kate Fritz in this success.

Campus Life Committee – Committee Chair Nick Abrams gave the report; he asked Student Trustee Christensen to provide comments, and he spoke about the success of the athletics

program; marked improvements in the computer science program; and thanked the trustees for their support and guidance. On behalf of the Board, Chair Abrams then presented Hudson Christensen with a “thank you” gift – a SMCM diploma frame.

Vice President Howland gave her report, which included two action items.

Cultural Diversity Report – Following a vote of approval at its April 18 meeting, the Campus Life Committee recommended approval by the Board of the 2025 Cultural Diversity report for submission to the Maryland Higher Education Commission. On a motion by Trustee Duchesne; a second by Trustee Kelley; and a unanimous vote, the report was approved for submission via Action Item 2425-26.

Consensual Relationship Policy – Following a vote of approval at its April 18 meeting, the Campus Life Committee recommended approval of the Consensual Relationship Policy, to protect both employee and student interests regarding academic freedom; freedom of expression; and intellectual inquiry – to create boundaries and expectations regarding professional and appropriate employee-student relationships. On a motion by Trustee Harmon; a second by Trustee Duchesne; and a unanimous vote, the policy was approved via Action Item 2425-27.

Technology, Buildings and Grounds Committee – Committee Chair Bryan gave the report from its April 22 meeting. He deferred the discussion and final Board vote on Action Item 2425-33, the State Capital Budget Proposal, to the Finance, Investment, and Audit Committee, acknowledging that the TBG Committee had voted to endorse its passage. The Committee also approved for Board review and vote the Annual Facilities Condition Report approval, via Action Item 2425-28 and the descriptive attachment. On a motion, second, and unanimous vote, the Action Item 2425-28, was approved by the full Board. Committee Chair Bryan then discussed the Historic St. Mary’s City Commission report submitted by Trustee Heely, and the idea of a boutique hotel as a potential project under discussion. Chair Bryan also gave an update on the Prince George’s Hall project to begin on May 12; gave an update on Anthology; on the Marine Sciences vessel which is 41% complete and on budget; and an update on the HSMC Visitors Center construction slated for completion this fall.

Admission and Financial Aid Committee – Committee Chair Wernecke gave the report and complimented the efforts of the enrollment team and VP Hautanen, who gave a fall semester projection. This past year saw more than 3500 applications and we accepted some 9% more than the past year; we’ve also had a stronger focus on transfer students, which saw a 31% increase over the past year and a yield increase of some 18% more. VP Hautanen outlined the projected incoming class statistics, including the top feeder counties; top feeder states outside of Maryland and that 63% of the incoming class identify as female. The full report is included in the Board materials, including statistics on under-represented populations. Trustee discussion focused on the yield having “flattened out” which will be a topic of discussion at the summer retreat. There was one action item which follows.

Recommendation to Revise the College Policy on Student Residency Classification – The AFA committee recommended Board approval of this policy as outlined in Board materials. On a

motion by Trustee Dyer; a second by Trustee Christensen; and a unanimous vote, the policy was approved via Action Item 2425-29.

Finance, Investment, and Audit Committee – Committee Chair Wobensmith gave the report from the FIA meetings held May 6 and May 8 and brought forth the following action items.

Approval of the Secondary Employment Policy – As approved by the FIA committee, Action Item 2425-30 was to ensure compliance with Maryland Public Ethics Law §-5502, which requires disclosure of secondary employment and prohibits state employees from engaging in employment that conflicts with their official duties, and helps the College maintain transparency, avoid conflicts of interest, uphold public trust, and protect the integrity of the College. On a motion by Chair Wobensmith; a second by Trustee Duchesne, and a unanimous vote, Action Item 2425-30 was approved.

Approval of the Conflict-of-Interest Policy – As approved by the FIA committee, Action item 2425-31 is to ensure that College employees act in the public interest without undue influence from personal or financial considerations and promotes transparency and ethical conduct. On a motion by Chair Wobensmith, a second by Trustee Duchesne, and a unanimous vote, Action Item 2425-31 was approved.

Approval of the Procurement Policy Revision – As approved by the FIA Committee, this action item updates certain sections of the current policy to be consistent with State and Federal regulations. The full policy was contained in the Board materials. On a motion by Chair Wobensmith, a second by Trustee Kelley and a unanimous vote, Action Item 2425-32 was approved.

Approval of the FY27-FY31 State Capital Budget Proposal – As approved by the FIA Committee, this action item also was approved by the Technology, Buildings, and Grounds Committee on April 22, 2025, and was put forward for review and approval by the full Board. The proposed FY27-31 state-funded capital budget request includes funding of various campus infrastructure improvements, and funding for the design and renovation of Montgomery Hall and Schaefer Hall. On a motion by Chair Wobensmith, a second by Trustee Dyer and a unanimous vote, Action Item 2425-33 was approved.

Approval of the Authority and Responsibility Matrix – As approved by the FIA Committee, the approval of the Authority and Responsibility Matrix, was put forward for review and a vote by the full Board. The matrix was developed to provide an accurate and clear summary of responsibilities delegated to the Board of Trustees, the President, and the Officers of the College, regarding the various functions and operations. On a motion by Chair Wobensmith, a second by Trustee Duchesne, and a unanimous vote, Action Item 2425-34 was approved.

Board discussion then followed on remaining agenda items, which included a presentation and discussion of retention led by Vice Presidents Hautanen, Howland, and Gantz.

Retention Discussion - This past year, SMCM had a retention rate of 83% on a goal of 88%; there is no clear evidence as to why, but retention of male students is lower than females; mental health was suggested as one reason; departing for a different school was another as was the desire to be closer to home. However, a small number of students can shift the data readings. High impact learning remains a key to keeping students enrolled and engaged – the more the engagement the higher the retention. Internships and research experiences also helped with retention; and athletics participation is another high contributor to staying enrolled.

Based on the data, retention is everyone’s responsibility at SMCM. Another critical component is ensuring that students see themselves in the faculty – and 30% of the SMCM faculty are persons of color. In addition, how to specifically address keeping minority and first gen students enrolled is a prime focus. Some retention efforts that are launched may not see immediate results but will provide ROI over time. The trustees appreciated the presentation and asked that the conversation and analysis be continued as a main topic at the retreat planned for July.

Campus Master Planning – Charlie Wilson, Campus Architect and Master Planner, led a discussion on the preliminary effort underway to create the 2025-2035 Campus Master Plan. As a prelude to the task, the administration engaged the campus in this preliminary effort to identify ideas, needs, constraints and opportunities as viewed by a wide spectrum of campus constituencies. Interim Vice President Mohammadi and Campus Architect Wilson were the co-chairs in this preliminary planning effort, which included committee members as appointed by the President’s Executive Council. The group was advised to think big; look at both constraints and opportunities and prioritize the conceptual projects. The next steps will be to revise the recommendations; identify any new ones; and prioritize them, to be followed by an RFP for a planning consultant. More details will be forthcoming for Board review.

A general Board discussion of the campus master planning process followed; after this discussion, on a motion, a second, and a unanimous vote, the open session concluded.

Action Item 2425-24: Board of Trustees Three-Year Calendar – May 2025 through October 2027 – The Governance Committee recommended the adoption of the three-year calendar dates as outlined to establish the working parameters for Board business. On a motion, second, and unanimous vote, the calendar was approved.

Action Item 2425-25: Recommendation to Approve 2025 Candidates for Graduation – The Academic Affairs Committee recommends the approval of the candidates for the degree of Bachelor of Arts, Bachelor of Science, and Master of Arts in Teaching. On a motion, second, and unanimous vote, the candidates were approved.

Action Item 2425-26: Approval of the 2025 Cultural Diversity Report. The Campus Life Committee recommends approval by the Board of Trustees, the College’s 2025 Cultural Diversity Report for submission to the Maryland Higher Education Commission. On a motion, second, and unanimous vote, the 2025 report was approved.

Action Item 2425-27: Consensual Relationship Policy. The Campus Life Committee recommends that the Board of Trustees approve the Consensual Relationship policy as submitted for Board review. On a motion, second, and unanimous vote, the policy was approved.

Action Item 2425-28: Approval of the Annual Facilities Condition Report. The Technology, Buildings, and Grounds Committee recommends approval by the Board of Trustees the 2025 Annual Facilities Condition report. On a motion, second, and unanimous vote, the report was approved.

Action Item 2425-29: Recommendation to Revise the College Policy on Student Residency Classification. The Admission and Financial Aid Committee recommends approval of the revised policy on Student Residency, Classification for Admission, Tuition Charge, and Differential Purposes to the St. Mary's College of Maryland Policy on Student Classification for Admission and Tuition Purposes. On a motion, second, and unanimous vote, the policy was revised.

Action Item 2425-30: Approval of the Secondary Employment Policy – The Finance, Investment, and Audit Committee recommend the approval by the Board of Trustees the Secondary Employment Policy as was presented. On a motion, second, and unanimous vote, the policy was approved.

Action Item 2425-31: Approval of the Conflict-of-Interest Policy – The Finance, Investment, and Audit Committee recommend the approval of the St. Mary's College of Maryland Conflict of Interest policy as was presented. On a motion, second, and unanimous vote, the policy was approved.

Action Item 2425-32: Procurement Policy Revision – The Finance, Investment, and Audit Committee recommend the approval by the Board of Trustees the revisions as outlined to the St. Mary's College of Maryland Procurement Policy. On a motion, second, and unanimous vote, the revisions were approved.

Action Item 2425-33: Approval of the FY27-FY31 State Capital Budget Proposal – The Finance, Investment, and Audit Committee recommend approval by the Board of Trustees the FY27-31 State Capital Budget Proposal as outlined – including a request for funding various campus infrastructure improvements and funding for the design and renovation of Montgomery Hall and Schaefer Hall; the Technology, Buildings, and Grounds Committee also endorsed this proposal as outlined; on a motion, second, and unanimous vote, the proposal was approved.

Action Item 2425-34: Approval of the Authority and Responsibility Matrix – The Finance, Investment, and Audit Committee recommend the approval of the Authority and Responsibility matrix and updates as presented to the Board of Trustees. On a motion, second, and unanimous vote, the Authority and Responsibility Matrix was approved.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
MINUTES
OPEN SESSION**

Date of Meeting: June 12, 2025

Status of Minutes: Approved

Board of Trustees Present: John Bell '95, Chair; Paula Collins, Vice Chair; John Wobensmith '93, Treasurer; Peter Bruns; Donny Bryan '73; Antoinette Coleman; Susan Dyer; Judy Fillius '79; Elizabeth Graves '95; Tim Heely; Summer LaRocco '26; Melanie Rosalez '92; Aaron Tomarchio '96; Danielle Troyan '92; Ray Wernecke; Tuajuanda Jordan, President.

Board of Trustees Not Present: Nicolas Abrams; Anirban Basu; Kate Fritz; Kristen Greenaway; Talib Horne; Kimberly Kelley.

Staff Members: Katie Gantz; Amir Mohammadi; Betsy Barreto; David Taylor.

Chair Bell convened the open session meeting at 9:30 a.m. and a quorum was noted. He asked for a motion to close the open session of the Board of Trustees in accordance with Maryland General Provisions Code, Ann. §3-305 (b) to review and discuss items permitted in closed session – specifically: (1)(i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; (ii) Any other personnel matter that affects one or more individuals. The meeting would not return to an open session.

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
EXECUTIVE COMMITTEE MEETING
OPEN SESSION
Via Zoom**

Date of Meeting: August 14, 2025

Status: Approved

TRUSTEES PRESENT: John Bell '95, Chair; Paula Collins, Vice Chair; Nick Abrams '99, Secretary; Peter Bruns; Donny Bryan '73; Susan Dyer; Judy Fillius '79; Ray Wernecke.

TRUSTEES ABSENT: John Wobensmith '93, Treasurer.

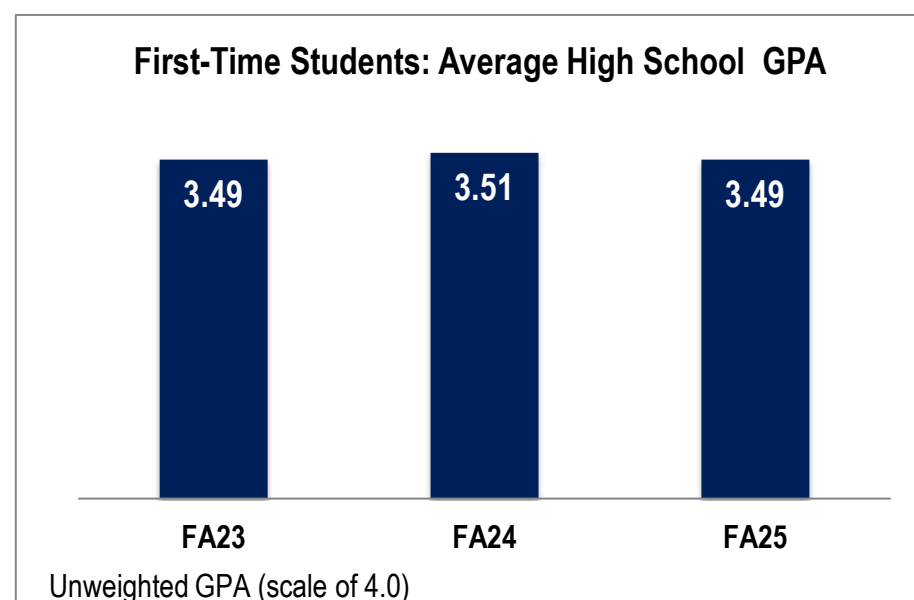
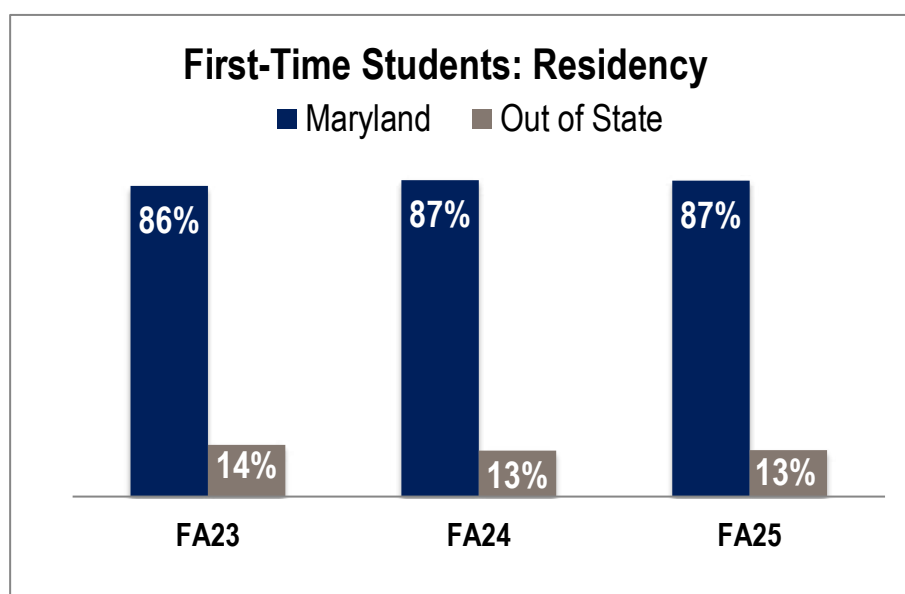
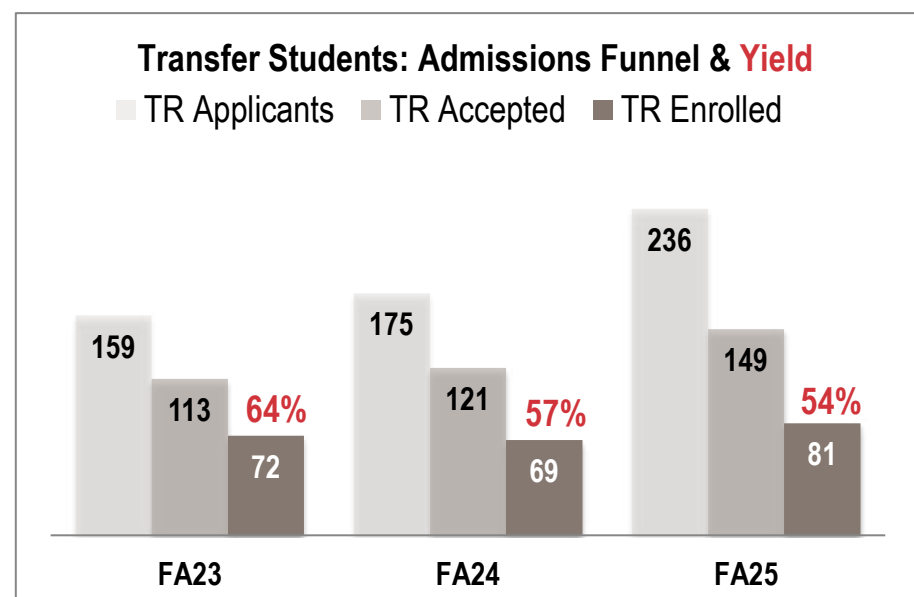
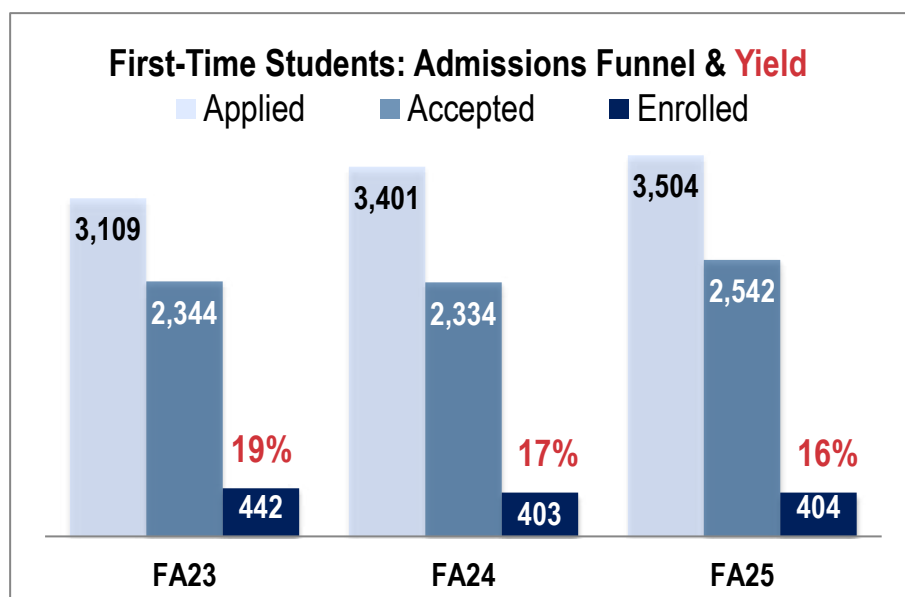
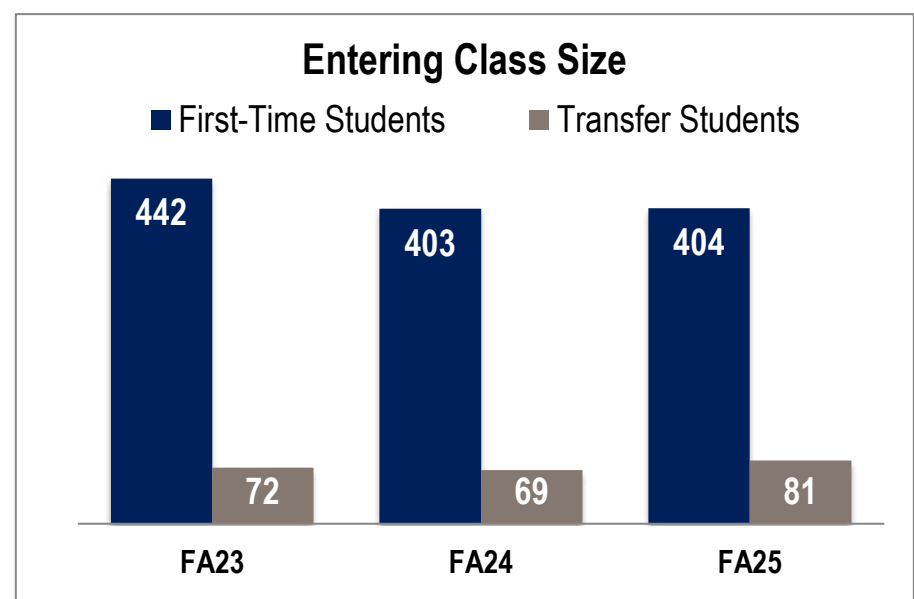
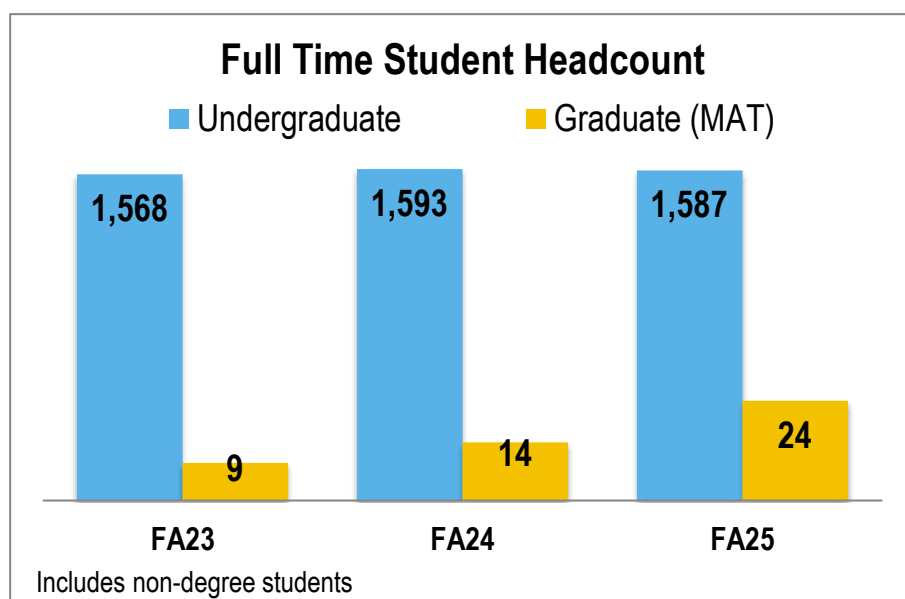
OTHER ATTENDEES: Rhonda Phillips, President; Mary Broadwater, Associate General Counsel; Betsy Barreto; David Taylor.

Chair Bell called the meeting to order at 8:00 a.m. A quorum was noted. He then called for a motion (by Trustee Bruns) and second (by Trustee Fillius) to go into closed session, in accordance with Maryland General Provisions Code, Ann. §3-305 (b) to review and discuss items permitted in closed session – specifically, to discuss the: (1) (i) Appointment, employment, assignment, promotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction. (ii) Any other personnel matter that affects one or more specific individuals. On a unanimous vote, the meeting went into closed session. Chair Bell said the meeting would not return to the open session.

Board of Trustees Dashboard - October 2025

Student Characteristics in Enrollment

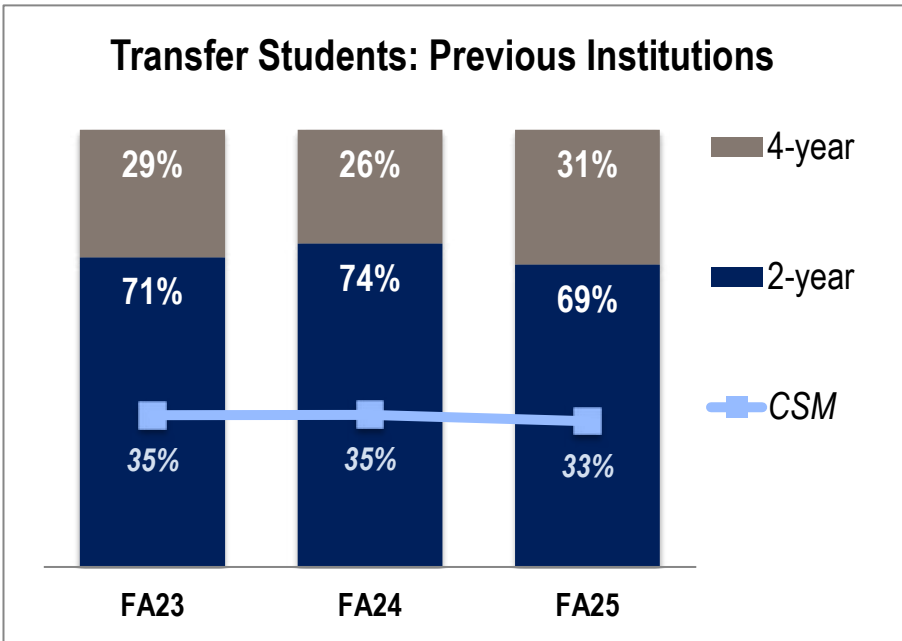
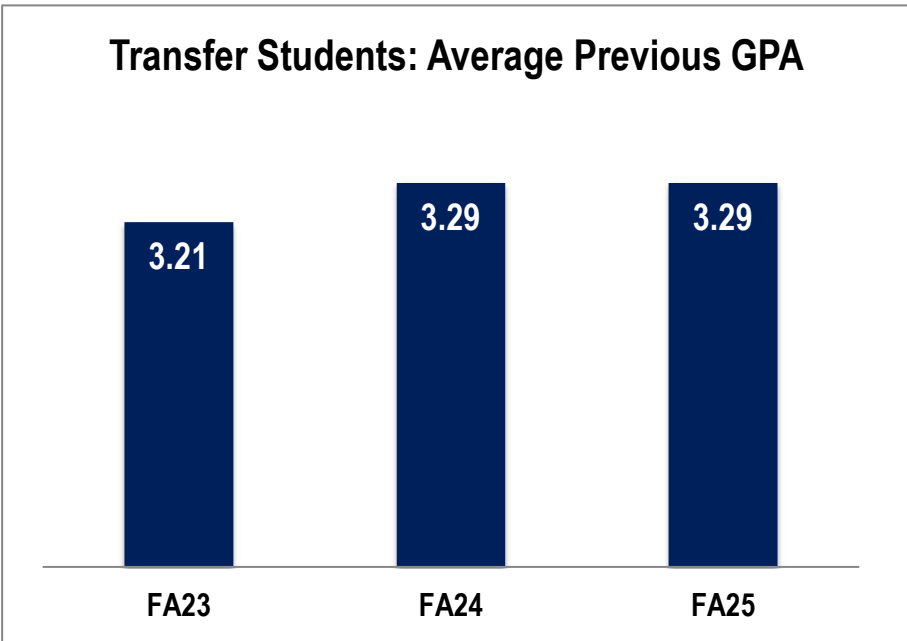
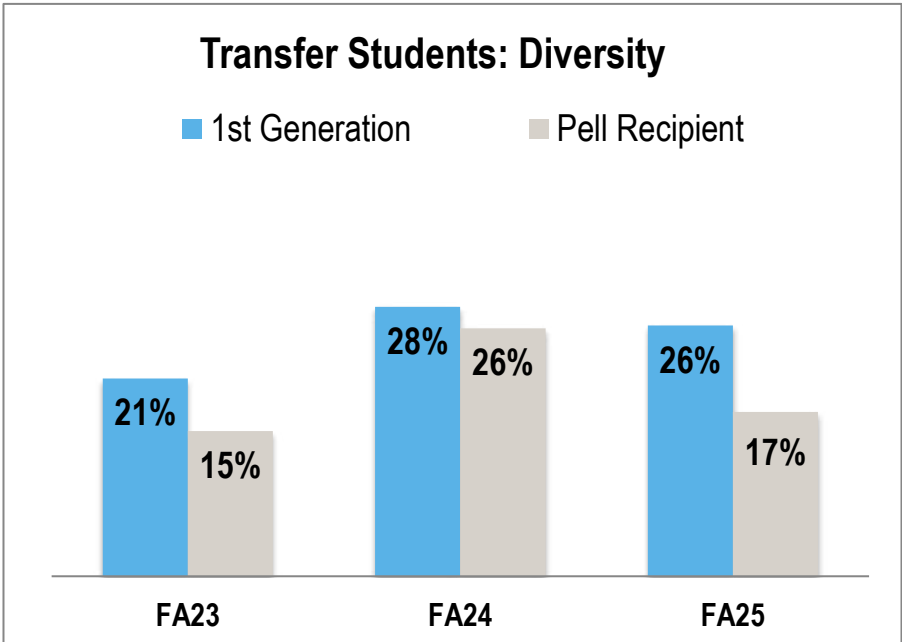
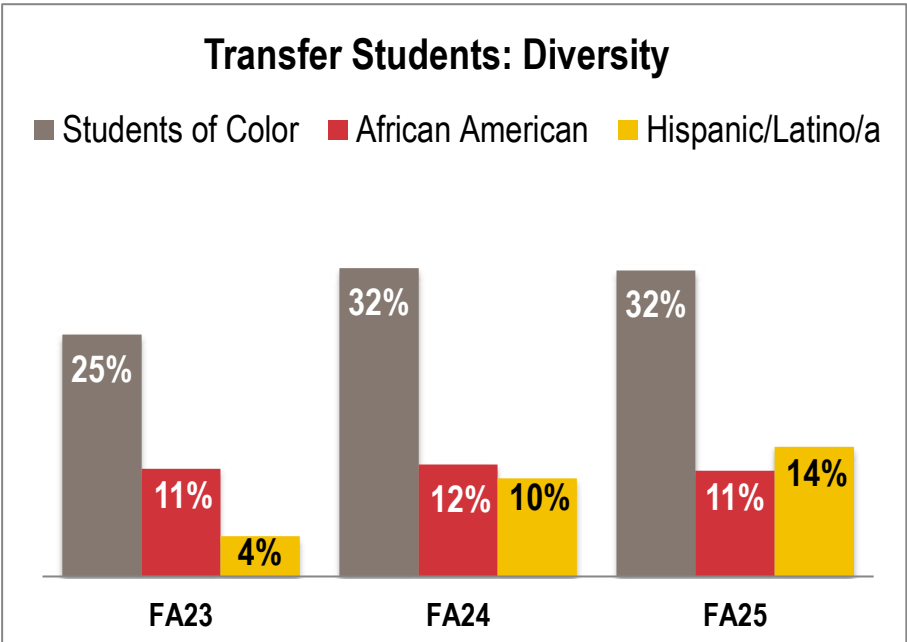
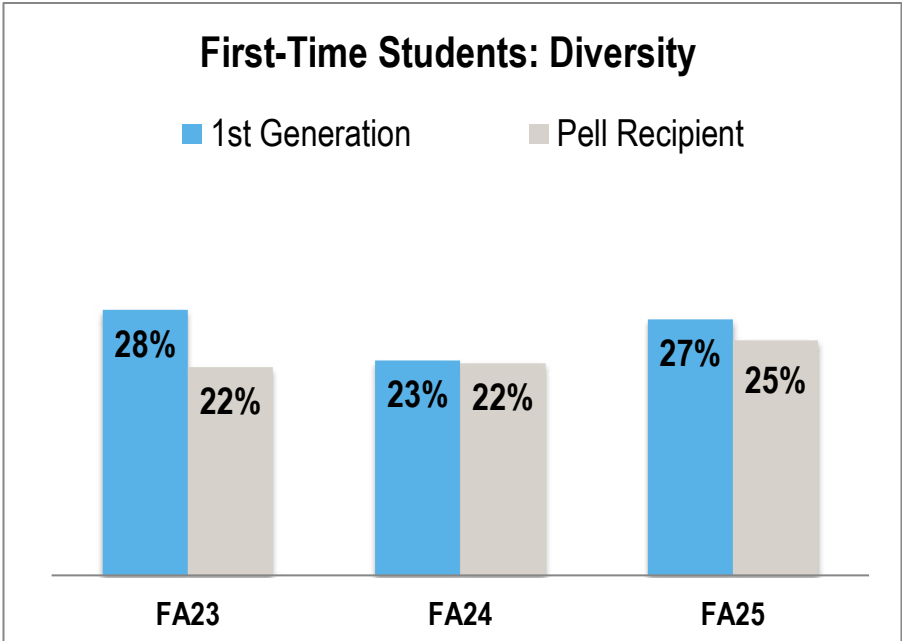
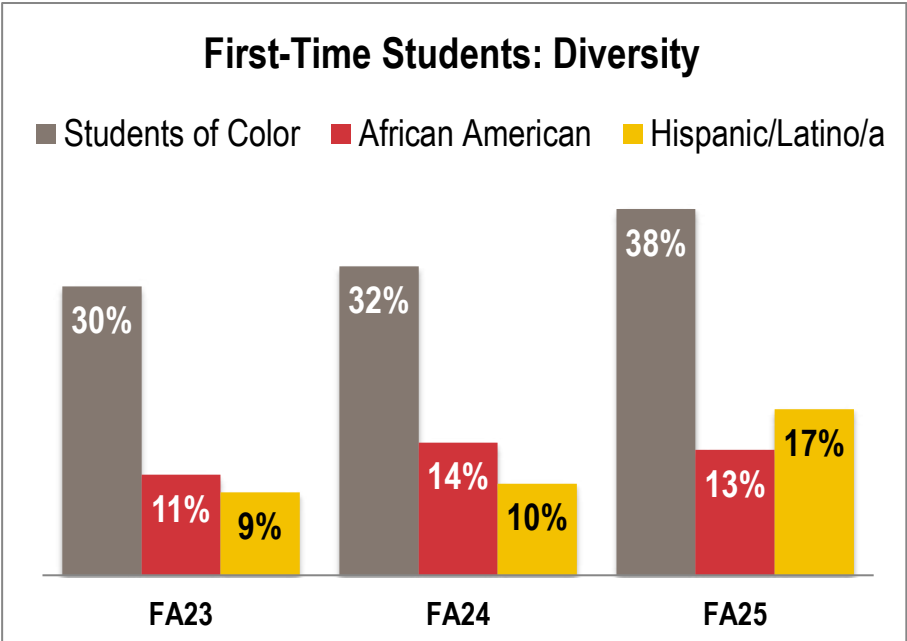
Fall 2025 figures based on preliminary data, 9/12/2025



Board of Trustees Dashboard - October 2025

Student Characteristics in Enrollment

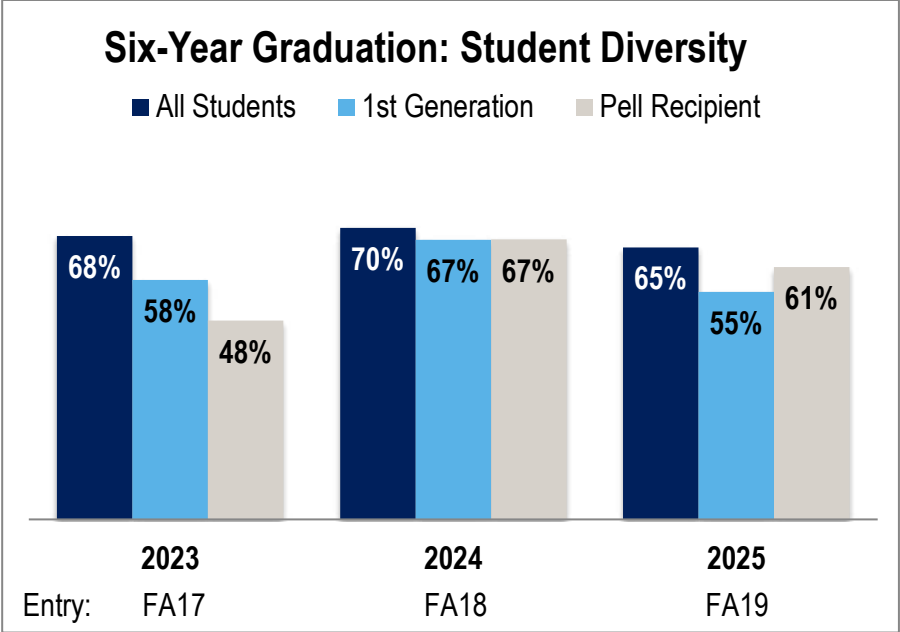
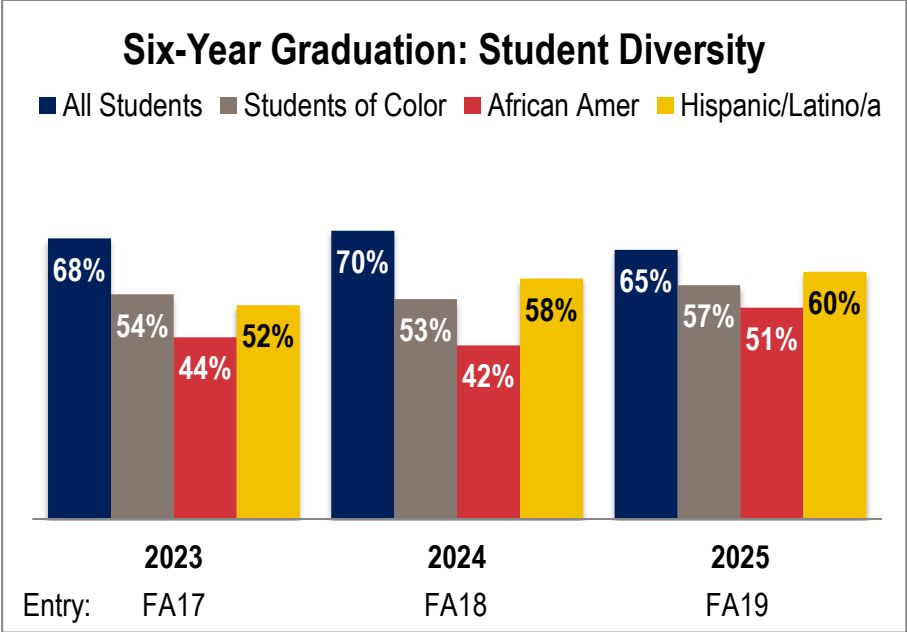
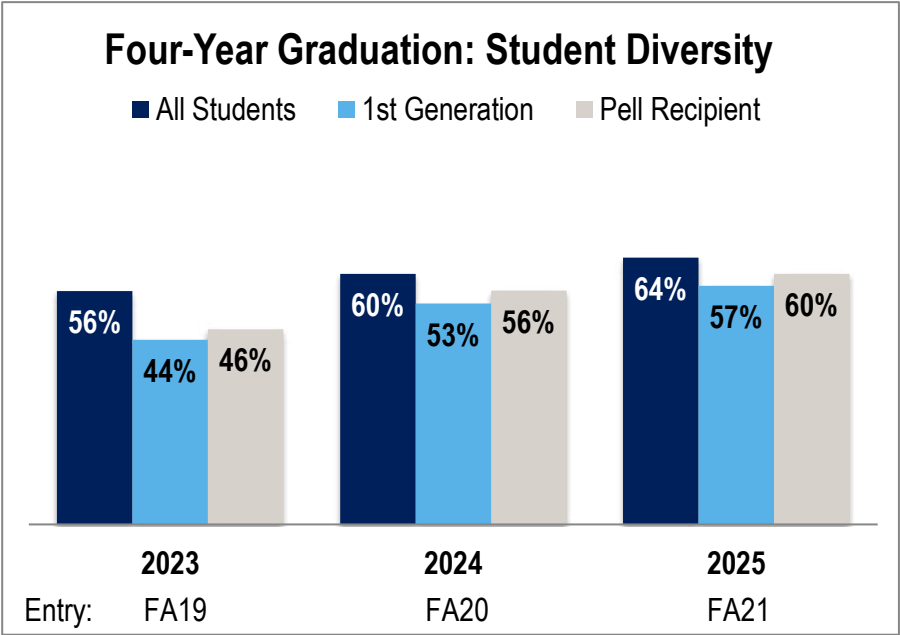
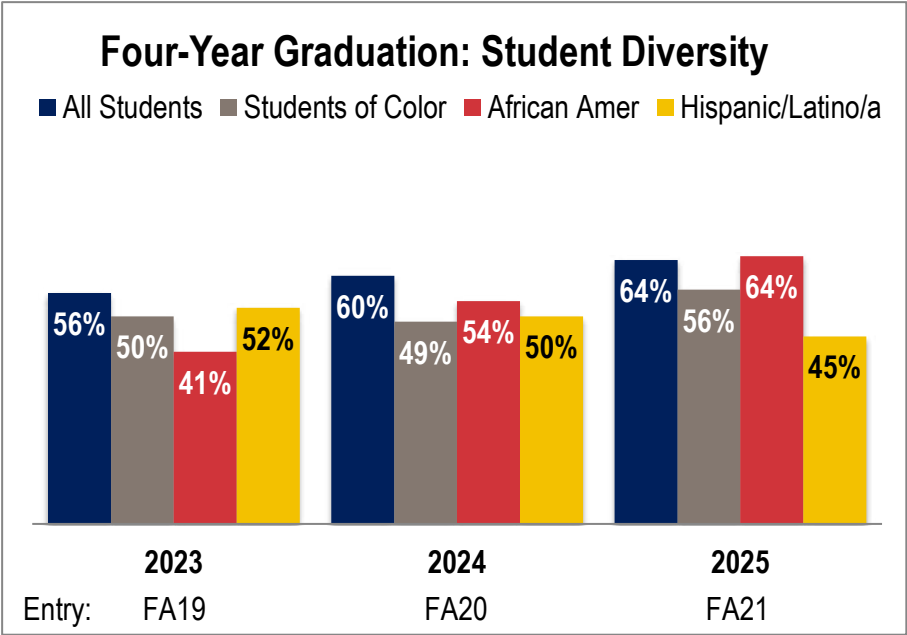
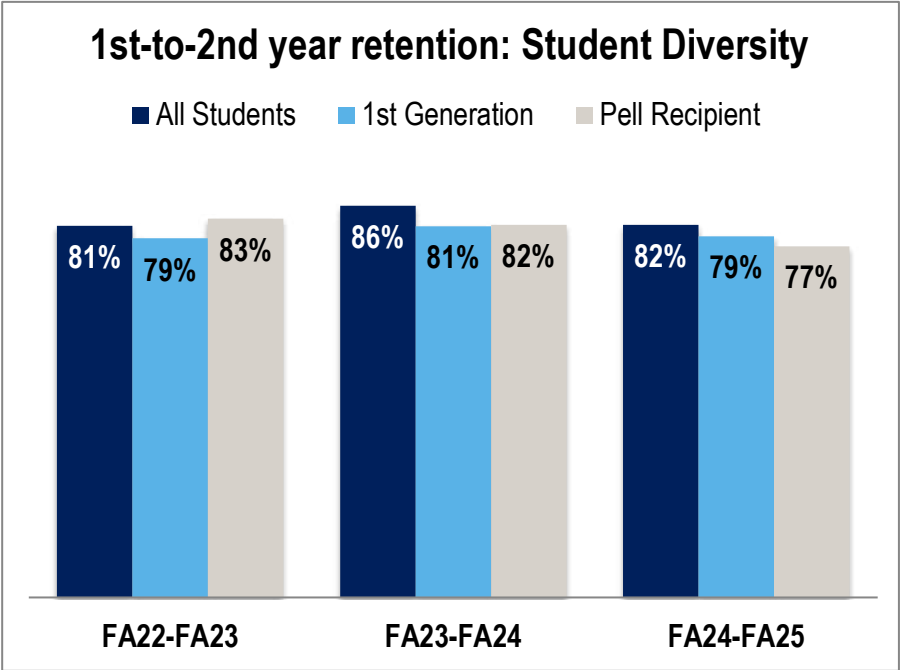
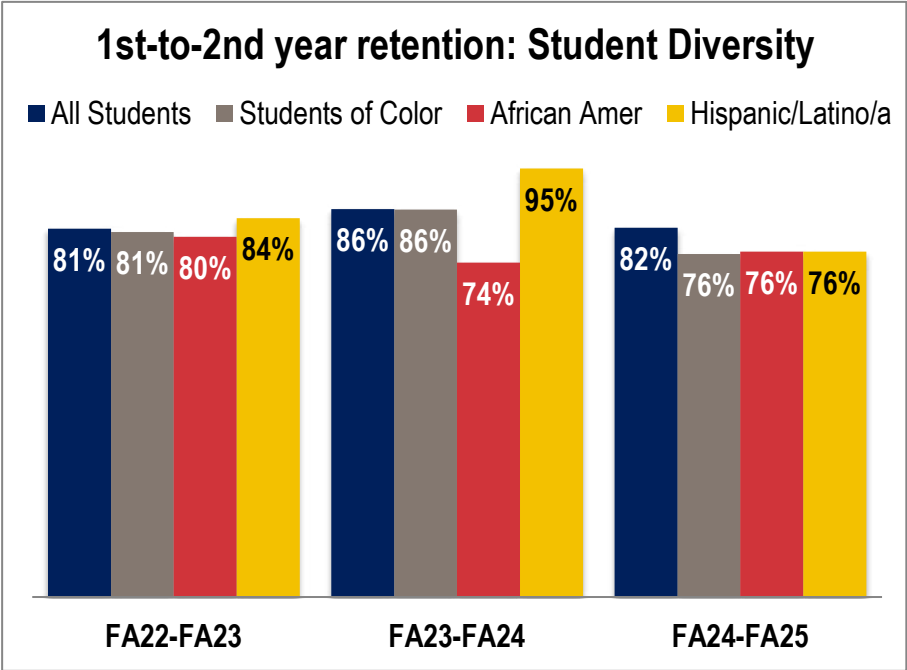
Fall 2025 figures based on preliminary data, 9/12/2025



Board of Trustees Dashboard - October 2025

Student Retention and Persistence (First-Time Students)

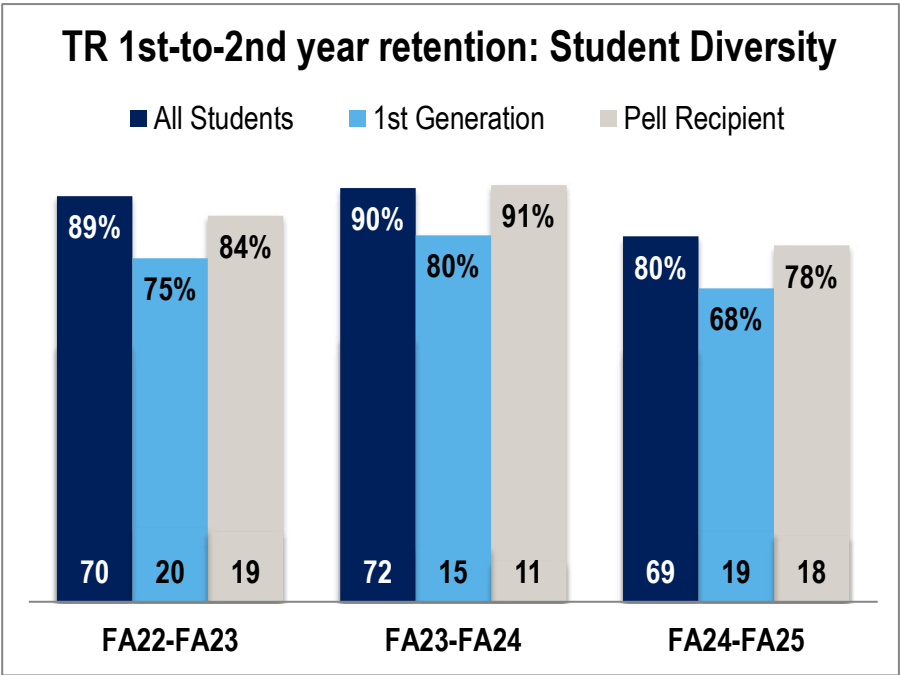
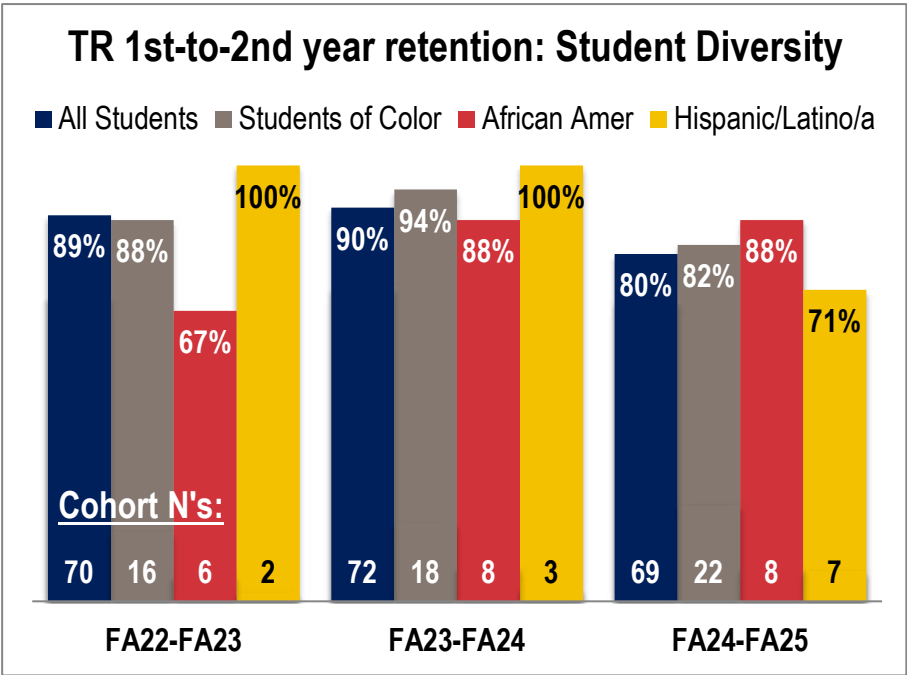
Fall 2025 figures based on preliminary data, 9/12/2025



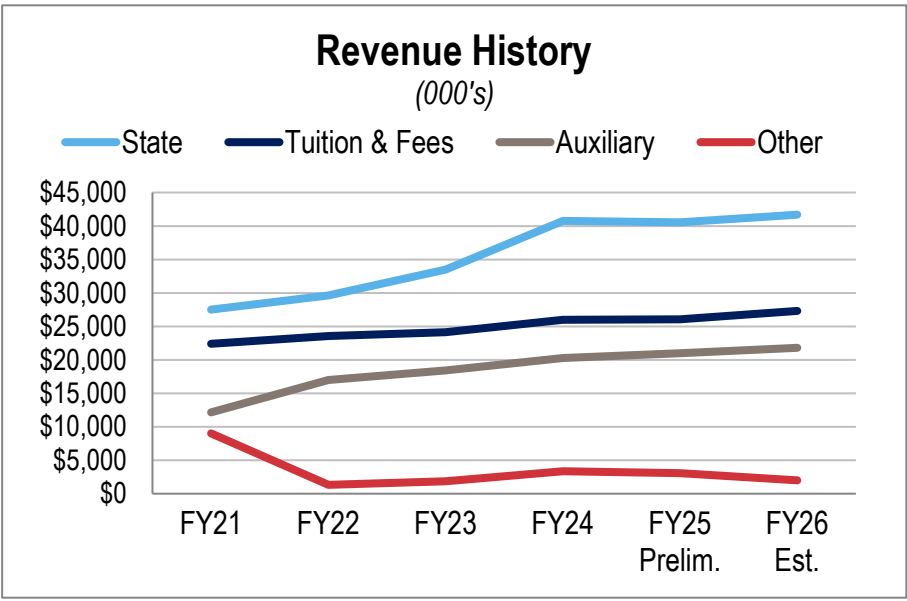
Board of Trustees Dashboard - October 2025

Student Retention and Persistence (Transfer Students)

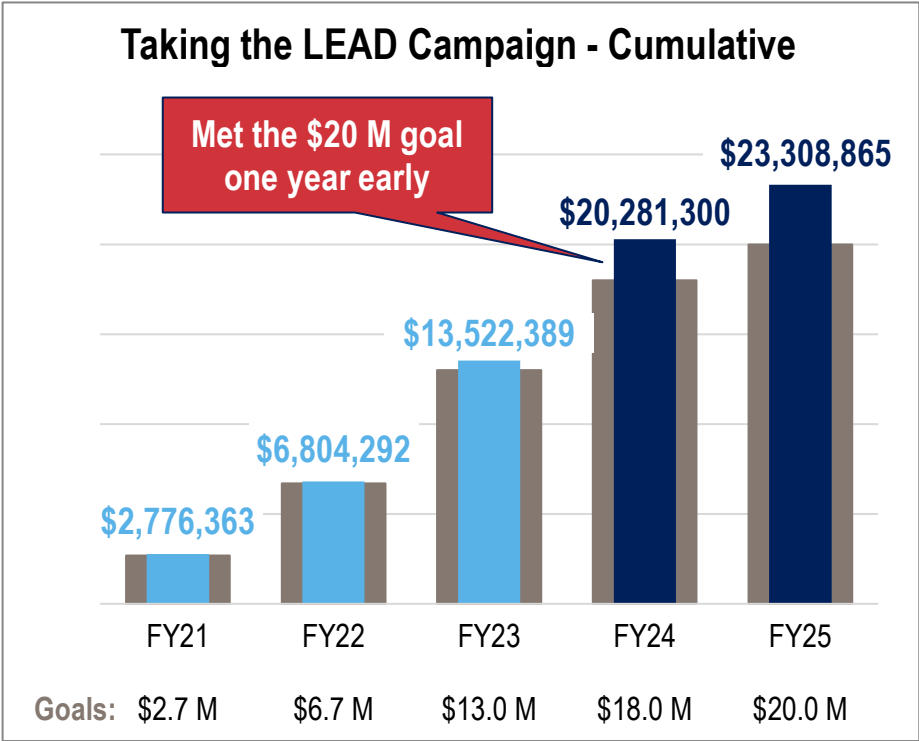
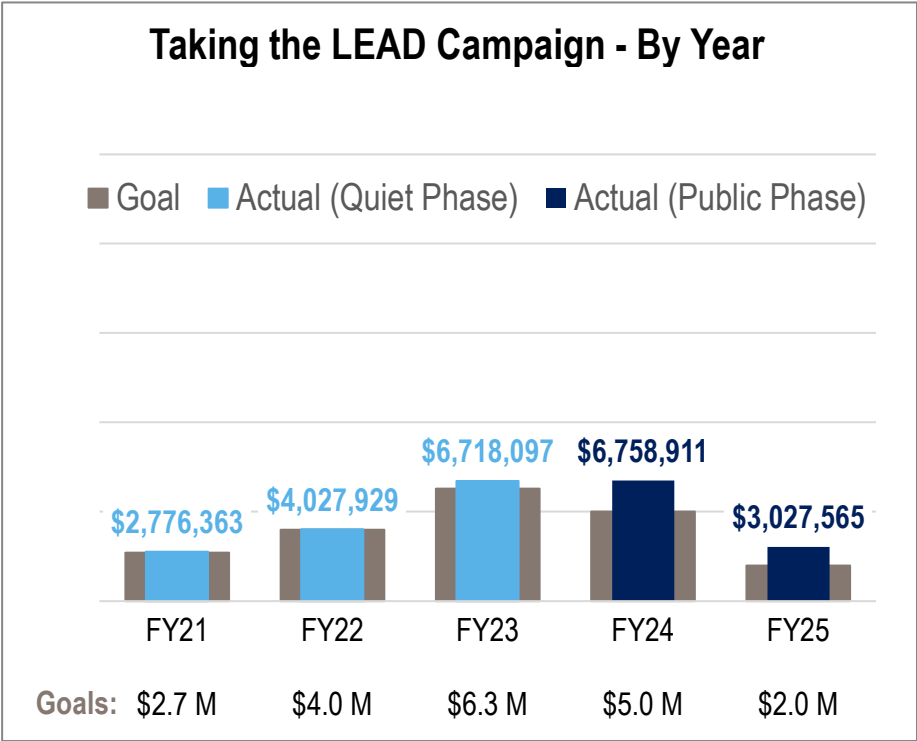
Fall 2025 figures based on preliminary data, 9/12/2025



Revenue and Fundraising



Note regarding FY21 Revenue: The COVID-19 pandemic had major impacts on Auxiliary revenues. A significant portion of the student population chose to study remotely, leading to substantial decreases in on-campus living and dining participation rates. Offsetting revenue increases were recorded in the Other category in the form of CARES act institutional support (\$1.1 million), Paycheck Protection Plan loan forgiveness (\$6.7 million) and federally funded COVID expense reimbursements through the state (\$1.5 million).





**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
SEPTEMBER 22, 2025**

**OPEN SESSION
AGENDA**

- I. CALL TO ORDER**
- II. DISCUSSION ITEMS**
 - A. Faculty Senate Report
 - B. Dean of Faculty Report
 - C. 2025 Performance Accountability Report (PAR)
 - D. 2-credit course initiative
 - E. Title II and Digital Accessibility
- III. ACTION ITEM**
 - A. Vote to Approve the 2025 PAR
- IV. INFORMATION ITEM**
 - A. Minutes of June 12, 2025



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE
SEPTEMBER 22, 2025**

PROVOST AND DEAN OF FACULTY'S REPORT

Charge:

The Academic Affairs committee shall: 1) receive and consider recommendations of the President for appointments, promotions, and dismissals to and from the faculty; 2) consider all major plans for and changes in the curricular policies and organization when presented by the President; and 3) recommend to the Board of Trustees the adoption, modification, or rejection of proposals emanating from the faculty, as proposed by the President.

Unit Mission:

Academic Affairs works to cultivate a rigorous and equitable academic environment where the St. Mary's College community thrives.

Below, I offer an update on multiple facets of our work supporting faculty excellence and innovative educational experiences: the FY27 faculty search season, an update for year two of the "Program Student Ambassadors" program, and upcoming community-wide events from Academic Affairs.

Hiring Updates

As we move into the fall semester, I will begin my report to AAC with plans for our FY26 faculty searches. This year, we will conduct a total of 9 searches for 11 tenure-track faculty and four termed lecturers. These positions include the following:

- Art (art education)
- Business Administration (financial accounting)
- Biology (developmental biology, part of the Life at the Molecular Scale cluster hire)
- Biology (microbiology, part of the Life at the Molecular Scale cluster hire)
- Chemistry (analytical chemistry, part of the Life at the Molecular Scale cluster hire)
- Economics
- International Languages and Cultures (Spanish)
- Marine Science
- Neuroscience
- Political Science (international relations)

Our tenure-track searches were prepared over the summer for launch between Aug. 1 - Sept. 1. We continue to shift our hiring season to early fall to reach the most qualified and competitive candidates. Hiring will continue through the academic year; as is our practice, the committee will be updated on our progress at each meeting.

Updates on national grants and external funding

The Office of Sponsored Research and Programs continues its excellent work to support faculty and staff as they prepare, submit, and implement a range of grant-funded endeavors. Since the last meeting of the Board of Trustees, multiple grants have officially launched and several faculty have been notified of positive funding decisions.

Launched

- Matt Breece, Assistant Professor of Marine Science
 - \$500,301, from NASA, via a sub-award from the University of Delaware, for the project, *Expanding the geography and user base of the Atlantic Sturgeon Occurrence*
 - \$23,393, from Department of Defense/Naval Air Warfare Center Aircraft Division, via a sub-award from the University of Delaware, for the project, *Target Detection and Identification using Multimodal Imagery and Machine Learning*
- Abby Beatty, Assistant Professor of Biology, \$612,209, from the National Science Foundation, for the project, *What's in a game? The use of evolution-based video games to enhance biology education.*
- Christina Goethal, Visiting Assistant Professor of Biology, \$182,756, from the National Science Foundation, for the project, *Collaborative Research: The Distributed Biological Observatory (DBO) - A Change Detection Array in the Pacific Arctic Region*
- Jerry Gabriel, Associate Professor of English, \$82,500, from the Maryland State Art Council, for the project, *The Southern Maryland Folklife Network.*
- Julie King, Professor of Anthropology, \$9,637 from the U.S. Fish and Wildlife Service for *Archaeological Curatorial Services*
- Julie King, Professor of Anthropology, \$40,852, from Historic Sotterley Inc., for the project *Community Archaeology at the Sotterley Quarter for Enslaved Families.*
- Jess Jolly, Director of Counseling Services, \$7,500, from Active Minds Inc., for the project *Send Silence Packing.*
- Lorena Torres Martinez, Assistant Professor of Biology, \$3,500, from the Maryland Native Plant Society for the project *Incidence and genetic variation of the invasive plant pathogen *Rafaella lauricola* in native *Persea* species across the United States.*
- Elizabeth Hamman, Assistant Professor of Biology, \$3,500, from the Maryland Native Plant Society for the project *The effects of the marsh periwinkle (*Littoraria irrorata*) on *Spartina alterniflora* fungal communities and consequences for snail grazing.*

Awarded, still onboarding:

- Lorena Torres Martinez, Assistant Professor of Biology, \$342,188, from the National Science Foundation and the Paul Allen Family Foundation, for the project, *Developing a*

new framework to understand the evolution of specialization in plant-endosymbiont response to climate change

- Barry Muchnick, Associate Professor of Environmental Studies, \$56,465, from the Maryland Department of Natural Resources, for the project, *Ecological Restoration Curriculum Development with Community Engagement Component*
- Emily Brownlee, Associate Professor of Biology, \$19,103, from the National Harmful Algal Bloom Observing Network for the project *Consolidating Mid-Atlantic Management Efforts for Phytoplankton Image Libraries*

As the funded research landscape continues to evolve in the current presidential administration, OSRP continues to respond and support our faculty and staff with grants. To date, only one project was discontinued due to the changed landscape, a grant wholly funded by the Howard Hughes Medical Institute.

Update on Program Student Ambassadors

Launched in fall 2024, the Program Student Ambassador (PSA) Internships represent a campus-wide collaboration that provides leadership opportunities for St. Mary's College students who have shown a history of excellence within their declared program (major or minor). In AY 24-25 we had 30 PSAs (one allocated to each program) selected from a competitive application process and vetted by the individual programs.

To assess the PSA program's first year, we reviewed the work that had been accomplished in AY24-25 by these students. The PSAs logged roughly 3,000 hours of work for their programs; in addition to planned engagements (such as open houses, Admitted Students Days, campus fairs, programs' social media accounts, and Giving Tuesday), the PSAs also answered campus calls for assistance. Last year, they supported community outreach and engagement, enrollment operations, transfer recruitment, marketing/communications, student affairs, and more.

When polled at the end of the semester, the vast majority of the PSAs reported that the leadership experience positively or very positively impacted their:

- Time management skills;
- Project management skills;
- Interpersonal communication;
- Their understanding of their program's discipline;
- Their professional relationships with program faculty/staff;
- And the likelihood that they'll stay engaged with their program as an alum.

AY24-25 PSAs reported that they would like additional clarity in the expectations of the positions and guidance on how to manage their time towards the many goals associated with their work. Additional training in these skills will be provided in AY25-26 in response to these requests.

In AY 25-26 we added one additional PSA for the Chinese minor as it was determined that having a student who spoke each of the three languages represented in the International Languages and Cultures program (Spanish major/minor, Chinese minor, and French minor) was important to the recruitment efforts of those programs. This resulted in 31 PSAs hired and onboarded for AY25-26.

The most significant addition to the PSA program this year is the addition of the PSA Passion Project (described in this [White Paper](#)). Each year, the PSAs will identify a topic that the following year's PSAs will focus on for their Passion Project. The topic will be something that is cross disciplinary in nature, and has the potential to provide useful information for all SMCM academic programs. The AY25-26 Passion Project topic asks: How do SMCM academic programs and their students (current and recent graduates) interact with Generative AI? Through this project the PSAs will become a group of informed students on this timely topic from which College offices can pull information and/or student perspectives.

Updates from the Center for the Study of Democracy

Following two successful terms by Associate Professor of Political Science Antonio Ugues, Jr., the Center for the Study of Democracy will begin a search for a full-time external director. In the interim, Associate Professor of Spanish Argelia Gonzalez Hurtado has assumed the role of interim director of the CSD. Dr. Gonzalez Hurtado has been a committed member of the consultatory board, and brings with her multifaceted and interdisciplinary experience in media studies and international politics.

On September 16, internationally recognized constitutional expert and journalist Jamelle Bouie delivered the 2025 Judge William O. E. Sterling Constitution Day Lecture As the CSD's opening event for the 2025-2026 academic year. Acclaimed columnist for *The New York Times*, former CBS News political analyst and chief political correspondent for *Slate Magazine*, Jamelle Bouie covers U.S. politics, public policy, elections and race. He has appeared on CBS's *Face the Nation*, and his writings have appeared in *The Atlantic*, *The Washington Post*, *TIME* and *The New Yorker*. In 2021, Bouie received the Hillman Prize for Opinion & Analysis Journalism. In 2022, he was inducted into the Society of American Historians, and in 2024, he was elected to the American Academy of Arts & Sciences.

This year, our event format shifted from past practice; instead of a pre-event reception with VIPs, the speaker agreed to participate in a post-lecture "talk back" with selected classes from Political Science. The goal was to maximize our students' contact with visiting speakers, and also to reduce the expense and frequent food waste of the pre-event reception.

The Judge William O.E. Sterling Constitution Day Lecture is an annual lecture held on or around September 17 to commemorate the signing of the U.S. Constitution. Previous Constitution Day speakers have included Sherrilyn Ifill, Nina Totenberg, Neal Katyal and Congressman Jamie Raskin.

Installation and Opening at Boyden Gallery: *Sharing our Common Humanity from Common Ground*

Our Fall 2025 exhibit at the Dwight Frederic Boyden Gallery is an important collaboration and moment for our local community. Opening on Tuesday, September 30, 2025, *Sharing our Common History from Common Ground* features artist Nicole Stewart's first 38 portraits of descendants of Historic Sotterley, in Hollywood, Maryland (including a portrait of SMCM's Community Affairs Liaison, Kelsey Bush). The Sotterley Descendants Project began in 2017; the portrait project emerged in 2020. This is the first time these portraits are being exhibited as a collection, and it is the hope of the artist and Historic Sotterley that the exhibition will travel the state.

In addition to the portraits, the exhibit will feature works from textile artist Dr. Joan Gaither, vignettes about Historic Sotterley, and the Commemorative to the Enslaved Peoples of Southern Maryland. The opening reception will feature a panel discussion of descendants, which will be facilitated through a collaboration with one of our history courses.

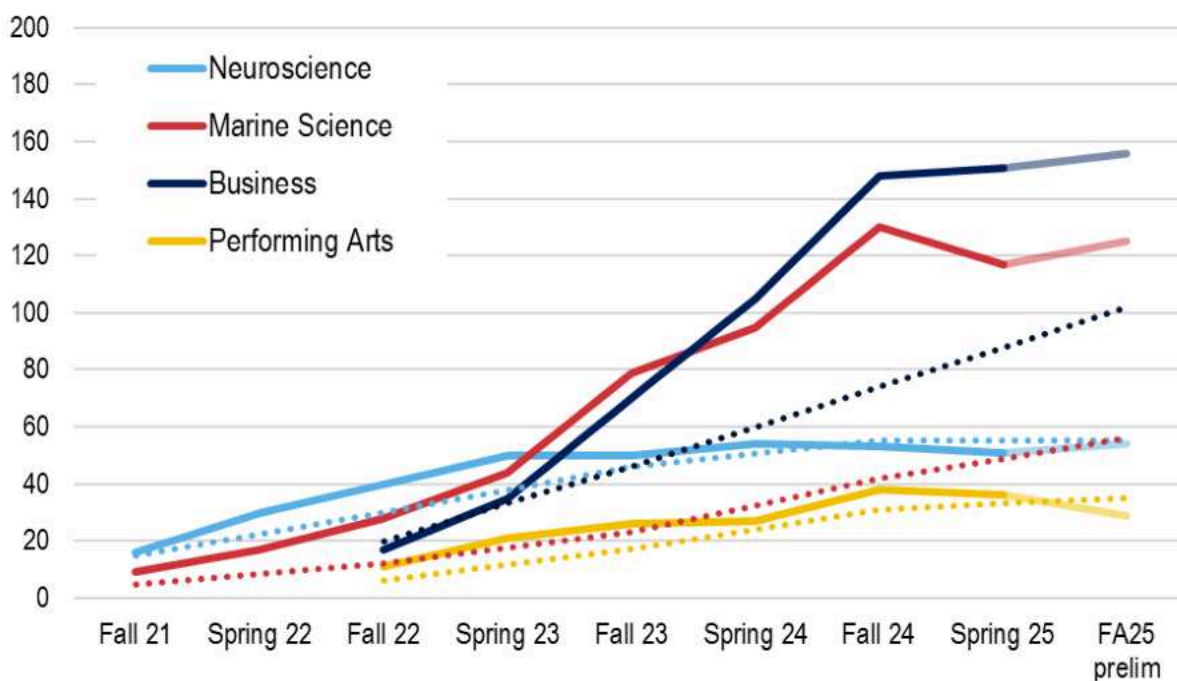
Two days after the exhibit opening, Professor Emerit of Theater and Dance, Merideth Taylor, will give a reading from her recent book, *Making a way out of no way: Lives of love, labor, and resistance*, in the Gallery. It is a work of fiction which endeavors to offer, in her words, “suggestive glimpses” into the everyday lives of those who were enslaved at Sotterley.

Progress in fulfilling the Rising Tide

Academic Affairs continues to align priorities in fulfillment of the Rising Tide. This spring, Prof. Libby Williams is piloting our first credit-bearing course on wellness and well-being (“Cultivating and Evaluating Wellness,”). While the pilot is presently housed in the Psychology class schedule, the course embraces an interdisciplinary approach to the neuroscience, psychology, sociology, and public policy behind human wellness. In addition, a group of three faculty and staff were funded to attend a webinar by The Chronicle of Higher Education on the subject of mental health in higher education.

The four programs launched in 2021 and 2022 continue to perform well, as seen in the table below:

Declared Majors in New Programs



The Neuroscience major is performing at par with projections for fall 2025; the search for a second dedicated hire in the program will support more aggressive recruiting efforts and expanded course offerings. The growth of the Performing Arts major has slowed in the last year, slightly underperforming as compared to original projections. We will continue to monitor enrollments into the spring, following the much-anticipated musical. As has been the case, both Marine Science and Business continue to far outpace expectations; regarding the former, enrollments have rebounded after the dip last spring. Regarding the new Data Science minor, we have successfully staffed our Introduction to Data Science gateway, as well as two sections of Algorithms & Data Structures. As was our practice after the launch of the four most recent new programs, AAC will begin receiving updates on Data Science enrollment numbers in Fall 2027.

Finally, the National Fellowships and Awards Office continues to make exciting strides. Following last year's remarkable Fulbright successes, our director is expanding outreach and mentoring for the prestigious Goldwater Award, The Goldwater Scholarship Program—one of the oldest and most prestigious national scholarships in STEM—seeks to identify and support college sophomores and juniors who show exceptional promise of becoming this Nation's next generation of research leaders in the natural sciences, psychology, mathematics, and engineering. Each Goldwater Scholar receives an amount equal to the cost of tuition, fees, books, and room and board minus the amount provided by other sources, up to a maximum of \$7,500 per full academic year, for up to two years. The Office is actively collaborating with our STEM faculty to identify and support outstanding students for this application process.



BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE

PRESIDENT OF THE FACULTY SENATE'S REPORT

September 22, 2025

Introduction

It promises to be an exciting and eventful Fall 2025 semester at St. Mary's. I want to start by welcoming President Rhonda Phillips to St. Mary's College of Maryland. I'll say on behalf of the Faculty Senate and the Faculty that we're excited about this new chapter for the college and we look forward to working with President Phillips. Thank you as well to Peter Bruns for his service as Chair of the Academic Affairs Committee and welcome to the new Chair, Kim Kelley.

President Rhonda Phillips

In the April 2025 Faculty Pulse Survey, faculty were asked about the issues they wanted the incoming president to focus on. High among those issues was a restoration of a sense of community at the college. Given that, it is worthy of note that President Phillips has a background in community development. In her co-edited volume, *An Introduction to Community Development*, President Phillips and her co-author wrote in Chapter One "without people and the connections among them, a community is just a collection of buildings and streets." They then offered a comprehensive definition of community development that I thought appropriate to share here:

"A process: developing and enhancing the ability to act collectively, and an outcome: (1) taking collective action and (2) the result of that action for improvement in a community in any or all realms: physical, environmental, cultural, social, political, economic, etc."

A college campus is not only a member of the broader community, it is a community in and of itself and we look forward to working with Pres. Phillips to enhance our abilities to act collectively and take collective action to improve all aspects of the St. Mary's College community.

New Presidential Initiatives

President Phillips met with the Faculty Senate on September 10, 2025 to brief us on several new initiatives. Those initiatives include:

Leadership Council: A Leadership Council has been established that will meet monthly to discuss challenges and opportunities, sharing ideas and reporting back to their respective units. This group includes wide leadership representation from across campus, with the members selected from faculty, staff, and the administration. I serve on that council in my capacity as Faculty Senate President

Shared Governance: A working group will be formed with representation from faculty, staff, students, trustees, and the senior administrative team. Their task will be to create a statement and recommendations on shared governance to be approved by the Board, and which is unique to St. Mary's College of Maryland -- incorporating best practices and capturing our traditions and special status in the State's higher education system. The group will formally convene soon to begin its work, with its recommendations by the end of this semester to present at the Board of Trustees February 2026 meeting.

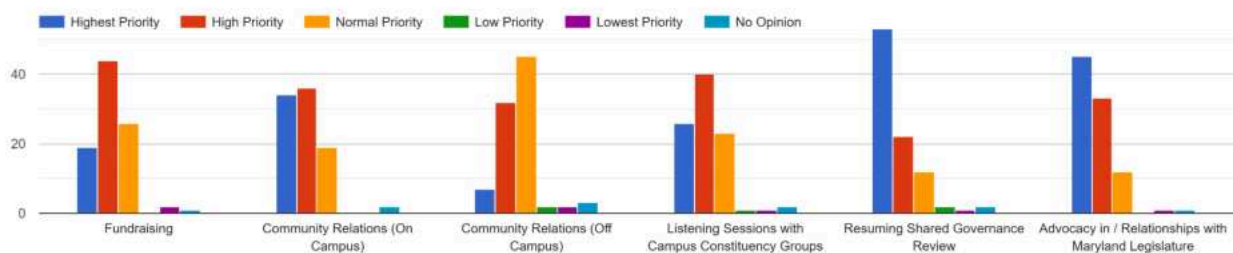
Space Advisory Committee: To identify our current and future campus space needs and assess utilization, this group will compile a detailed listing of needs; identify inefficiencies and configurations; and determine if there are creative solutions to our current space challenges and make the best use of existing facilities. Alongside this committee, a working group of faculty, staff, and administrators has been identified to study options and opportunities to address faculty, staff and student housing needs on or near campus.

Campus Budget Advisory Committee - This cross-campus group will be charged with making recommendations for aligning revenue with expenses and space needs, and to engage in annual budgeting exercises, including exploring projections of future needs. By doing so, this group will make recommendations and help further understanding, transparency and accountability to the wider campus. Among the members of this group will be three faculty members (one from each of the three divisions to be nominated by the Faculty Senate).

Collectively, these four initiatives will provide multiple opportunities for a broad cross section of the campus community to work together to address critical issues for the college moving forward. We welcome these opportunities.

Pulse Survey

The Faculty Senate launched The Faculty Pulse survey to get a better, more timely sense of faculty perspectives on important topics. In addition to gathering responses to new issues, the Faculty Pulse Survey also tracks trends over time to better understand changes in faculty opinion. In the April 2025 Faculty Pulse Survey, we asked faculty members on which priorities should the new college president focus?



Faculty indicated that resuming the shared governance review should be the highest priority for the incoming president with 58% deeming it to be the highest priority. This was followed by advocacy in Annapolis with 49% ranking it as a highest priority (categories were not mutually exclusive).

Fundraising, community relations on campus, and holding listening sessions with campus constituencies were each deemed to be high priority items while community relations off campus were considered to be a normal priority issue.

Among the written comments, many faculty cited the need for the new president to defend academic freedom and freedom of speech against attacks on both coming from Washington. Others cited a desire for the new president to revisit the Administrative restructuring that took place several years ago as well as a desire for the new president to drop the transition to Anthology. A strong desire for the incoming president to rebuild a sense of trust and community on campus was cited by many respondents.

I'll note as well that faculty were asked if they were satisfied with the level of transparency involved in the presidential search. Nearly 70% of faculty said that they were not satisfied with the level of transparency in the presidential search. 16% were somewhat satisfied. Only 5% of faculty were satisfied with the level of transparency.

Chair Workload and Compensation

Faculty Senate leadership met with Chairs on April 9 to discuss the Chairs' workload. The objective of that conversation focused on a few central issues: 1) what's going well in Chair interactions with the Associate Deans; 2) where are the points of friction; and 3) how might we brainstorm about the work that chairs do to redistribute, reprioritize, or eliminate some of those tasks all together? The Senate followed up by attending the Chairs' retreat in August.

As announced at that meeting and expanded further in a follow up meeting with Senators, Dean of the Faculty Katie Gantz announced the following initiatives to support the work of Chairs:

- \$300 annually to pay for leadership training;
- an additional \$300 towards professional development; and,
- chairs who complete an entire four year term can accelerate their sabbatical timeline by one year (this will be retroactive).

These are welcome initiatives and conversations about Chair workload will continue.

Title II and Digital Accessibility

On April 24, 2024, the Department of Justice (DOJ) ruled that all digital content will need to be accessible regardless of space (public-facing or behind a login), in alignment with the Americans with Disabilities Act (ADA). This rule sets the standard that state and local governments (including colleges like SMCM) must meet guidelines to legally meet digital accessibility standards. The deadline for SMCM to meet this standard is April 24, 2026.

Multiple members of Academic Affairs have been active in early informal collaborations with other campus offices about SMCM's efforts on Title II compliance, including the Director for the Center for Inclusive Teaching & Learning, Dr. Samantha Elliott, Director of the Hilda C. Landers Library, Amanda VerMeulen, and Associate Provost Katy Arnett. They've worked informally with Web Services and the Office of Accessibility Services and more recently, OIT. Jeanette Modic, Director of Web Services, Kelly O'Grady, Director of OAS, and Amy Baker Coordinator of OAS were the driving forces behind pulling the informal group together. Samantha Elliott has taken the lead on training and has developed Digital Accessibility Training for the college. Professor Elliott briefed the Faculty Senate on this initiative at the September 10, 2025 meeting of the Senate and

briefed the Faculty at the September 15, 2025 Faculty Meeting. Professor Elliott acknowledged the potential time commitment that is required to get digital course materials in compliance by April 2026. She referenced the COVID pandemic, how there was churn for a while until we ended up settling on technologies and workflows. The same is likely to be true for this endeavor. The heaviest lift will be for materials such as video and audio. Some faculty are already working on their materials. Statistics show that CITL's Google Classroom for asynchronous learning has seen increased traffic from the campus community, and she will be holding monthly drop-in sessions for people to work on their materials and get assistance. As of right now, we are waiting for further clarity about the scope of resources and tools that that college will acquire or hire to help with this work. Although an informal group has been meeting about digital accessibility, a more official group, chaired by Vice President for Student Affairs Jerri Howland, has been formed.

The College has been in conversation with various vendors. OIT and OAS are looking into products, while Web Services has already procured a product. In the 18 months since the new federal rule was announced, software vendors have really scaled up what they can provide.

Transition to Anthology Student

The transition to Anthology continues to be a major problem for students and faculty. The Academic Affairs and Enrollment Management team continue to work with Anthology to address the myriad problems and have created multiple “bridge sites” to offer work arounds for the problems encountered. The most recent problem became apparent while advising new students in late August. Transcripts were not available via Anthology for approximately 25% of the entering student cohort. Within a week of this problem being identified, the Enrollment team—Bhargavi Bandi, Liam Ross, Jacqui Rogers-Frere and Keisha Rolla—developed a workaround that made test scores (AP/IB) and official transcripts for any transfer credits available to advisors. But the problems experienced during those initial meetings with new students and the need for ever more workarounds and bridge sites only serve to emphasize the ongoing problems with the transition to Anthology.

Conclusion

I have no action items to present in this report, but I anticipate a very busy Fall semester as we work with the new President and participate in her new initiatives. It is quite likely that some of this work, especially the new Shared Governance workgroup, will result in recommendations being brought to this committee and the full Board of Trustees in the Spring - including revisions to the Faculty Bylaws.

Respectfully submitted,



Todd Eberly, Ph.D.
President, Faculty Senate

To: The Curriculum Review Committee
From: Dr. Libby Williams and Dr. Ayse Ikizler
Date: Oct. 15, 2024

Re: Program Proposal Submission: Master of Arts in Counseling and Clinical Psychology

Cover Memorandum

This proposal is to establish a Master of Arts program in Counseling and Clinical Psychology. This MA program will be a fully independent program with its own Program Director who fulfills the role of a typical program chair. While the undergraduate psychology program will be a contributing program, the MA program will be entirely separate with no cross-listed courses nor requirements that overlap between the undergraduate major and the MA program. We have designed the program to be consistent with the standards set by the Master's in Psychology and Counseling Accreditation Council (MPCAC).

Graduates of the program will have completed the academic and clinical experience requirements to be license eligible as Licensed Clinical Professional Counselors (LCPC). This licensure would enable graduates to practice psychotherapy independently as Master's-level clinicians. There is increasingly high demand for therapists at local and national levels. Despite this growing demand, there are only three existing MPCAC-accredited master's programs in the state of Maryland. Labor market analysis by STAMATS determined that, "there is a demonstrated need for more licensed mental health counselors and therapists in the region." More specifically, STAMATS predicts a 16% increase in jobs in the tri-state area over the next 10 years and 851 average annual job openings (with 1,912 job advertisements for Mental Health Counselors in Maryland over the past year). In addition, the new program fits well within the mission and current strategic plan of the College.

The proposal has been approved by the initial program participants (Libby Williams and Ayse Ikizler) and has the support of the psychology department as a contributing program. The proposal has also been reviewed by the College's executive committee, and Dean Gantz asked us to take the next step and send the proposal to the Curriculum Review Committee. We look forward to receiving your feedback and answering any questions you may have.

Program description

The Master of Arts in Counseling and Clinical Psychology (MACCP) would be a 2-year terminal master's degree program (a separate program from the undergraduate psychology major) that would prepare students to be ethical, culturally competent, compassionate, and evidence-based practicing counselors. This program would be grounded in psychological science and practice and continue to embody and expand upon the core values of the liberal arts tradition at SMCM.

As The National Public Honors College, the mission of St. Mary's clearly promotes the values of academic excellence, creativity, diversity, and experiential learning. In particular, the MACCP addresses the four pillars of the 2023-2026 SMCM Strategic Plan (The Rising Tide), which are:

Pillar 1: *Create an innovative, distinctive and competitive academic identity that attracts and retains talented students, faculty and staff*

Pillar 2: *Empower all students for success*

Pillar 3: *Build a sustainable, vibrant and diverse student body that exemplifies an inclusive institution*

Pillar 4: *Become a sought-after regional resource and develop opportunities for student educational engagement with communities that are mutually beneficial*

Specifically, the introduction of a Master's in Counseling and Clinical Psychology helps advance **Goal 1C** under Pillar 1 (Cultivate a curriculum and campus environment that promote physical, mental, and social wellness). Not only do the Master's students themselves learn more about mental and social health through the curriculum, they can also contribute to the wellness of the campus through practica (see Appendix A. Proposed Curriculum).

In building the program, we consulted with the Counseling Center to be sure that they were enthusiastic about having practicum students (and potentially interns) working with them to help provide support to SMCM undergraduate students. This type of support ties into **Goal 2A** of the strategic plan, helping to provide an “effective holistic support system” for our students. Not only would the MACCP train students in assisting with wellness, it would provide additional resources for our undergraduate student body seeking counseling for wellness. All Master's of counseling students must participate in direct clinical training and would be able to provide counseling assistance for our students – a very needed resource as our Counseling Center is stretched to capacity. The Wellness Center staff have expressed enthusiasm about students participating in supervised field experience at the Wellness Center in their third semester. However, we want to add that neither we nor the Counseling Center staff see the addition of 7-10 Master's students providing service in the fall semester to substitute for additional staff hires in the Center. In addition, we also note that as privacy and confidentiality are critical elements of counseling, we will ensure that Master's students do not provide counseling to undergraduate students that they know well (as some of the Master's students may have been undergraduate students at SMCM).

The program also helps support other goals of the strategic plan, such as **Goal 3A** (Employ strategies to have a student body that reflects Maryland's diverse and multi-ethnic population), **Goal 3B** (As the National Public Honors College, increase the number of out-of-state students), and **Goal 4B** (Expand opportunities for students to be engaged within the region through both curricular and co-curricular offerings that advance the St. Mary's Way). In essence, we believe the program supports all four pillars of the strategic plan.

In summary, the MACCP would fit well within our mission. It would allow our students to pursue advanced knowledge and training, learning both the art and science of helping people in distress. SMCM also values the importance of promoting intellectual, social, and ethical development in our students. The MACCP would be designed to further foster this development, particularly as ethical

principles and behaviors are at the core of learning to be a counselor. In addition, St. Mary's emphasizes the importance of engaging in the community and of helping students develop an ethos of service at local, national, and global levels. The MACCP would assist students in providing direct service to their communities. In short, this program fits well with our mission and values and would provide needed support for all of our students.

Marketing Analysis (including Student Demand, Cohort Size, and Tuition)

We worked with a team from the organization STAMATS who helped us review competing programs and job outlook for counselors. Their findings were very encouraging. In terms of the labor market analysis, they noted that *"There is a demonstrated need for more licensed mental health counselors and therapists in the region."* They noted that Maryland ranks 9th in the United States for job listings for counselors and therapists, and they added their projection that the field will experience a 16% growth in counseling jobs in the Maryland-Virginia-District of Columbia region over the next 10 years. Further, based on their research, they suggested that we should expect the program to attract 82% female students and 35% non-White students (particularly Hispanic and Black students).

In terms of student demand, they noted that *"Student Demand for a Master's in Counseling Psychology is substantial in size and growing over time in the U.S."* They added that in Maryland the posted growth rate for counseling psychology programs is 5% and that there are "a limited number of competitors" for the MACCP program. There are three other MPCAC accredited programs in counseling psychology in Maryland: Frostburg, Towson, and University of Baltimore. Looking at only their 60-credit practitioner track Master's programs, the average cohort for the Maryland programs is 9 (range of 7-11). In contrast, the median national cohort size for the top 15 public Master's in counseling programs was 16 in 2023. Based on the Maryland numbers, **we have set our target cohort goal at 7-10 students**. Based on the per credit costs for the competitors (Frostburg: \$477; Towson: \$675; and University of Baltimore: \$820), we propose a per credit cost of \$600 (or **\$18,000 per year per student**).

In addition to the high demand noted by the marketing analysis, we believe the MACCP will be in high demand among our own SMCM graduates from the psychology major. For over a decade, the Psychology Department has consistently produced the highest number of graduating students. In addition, of those psychology alumni who respond to our past post-graduate surveys, nearly three quarters of the alums had enrolled in an educational program after graduation from SMCM. Many of our students have a strong interest in the field of counseling, and counseling is one of the few advanced degree program areas in psychology where a Master's degree alone prepares students to begin their careers (many other areas of psychology require a Ph.D.).

Anecdotal evidence also shows extremely strong support for students' interest in pursuing the MACCP at SMCM, as many of our students go on to programs in counseling or social work and wish to stay in Maryland. All of this information is promising and supports the need for a Master's program in Counseling and Clinical Psychology that would be responsive to our students' interests.

In terms of access, the program would be open to both graduating St. Mary's students as well as applicants from outside the College (such as those who have arrived in the area with a partner who works on the PAX River Naval Air Station base). The program would expressly be built on the values of diversity, equity, inclusion, and justice and would train counselors to serve effectively and ethically in a diverse population. Such a focus on multicultural training would likely be attractive to potential students who are interested in becoming counselors. We would also hope and expect that such a focus would attract diverse faculty.

Catalog Copy (see Appendix B)

Curricular Map and Assessment Cycle (see Appendix C)

Resource Requirements

The program will require additional human resources. **The program requires three full-time faculty.** There are 13 4-credit classes plus 1 8-credit internship (see Appendix A. Proposed Curriculum for courses required); there are also three administrative course releases built into the program for the chair/director and assistant director, who also manages intern site coordination and outreach). That total course equivalency count is 18 (15 courses and 3 course releases). Each faculty member teaches a 3:3 load (or 6 courses per year, including administrative course equivalencies). Three faculty teaching 6 courses yearly would cover the 18 courses.

Although the MACCP would be a separate program from Psychology and although the three new faculty are required for the program and could staff it separately from the Psychology program, several Psychology faculty members have expressed enthusiasm for teaching in the Master's program. We have therefore built a model where faculty in the undergraduate Psychology major and faculty in the MACCP can teach in both programs (similar to our cross-disciplinary programs). Specifically, we have proposed that Dr. Williams would step fully into the Master's program to support its launch and that a new hire in the undergraduate program would be needed for her replacement. The other two MACCP faculty would teach 2/3 in the Master's program and 1/3 in the undergraduate program, assuming Drs. Ikizler and Ehman will be teaching 1/3 in the Master's program and 2/3 in the psychology program. Tables 1 and 2 below lay out how the teaching could be shared across the two programs.

Table 1. Teaching coverage between Undergraduate and Master's programs

Full time in grad program: Dr. Williams (as chair/director to launch the Master's program)
Full time undergrad: New hire A (to replace Dr. Williams in the undergrad program)
1/3 Grad and 2/3 Undergrad: Drs. Ikizler and Ehman (i.e., 4 courses from undergrad to grad)
2/3 Grad and 1/3 Undergrad: New hires B and C (i.e., 4 courses back to undergrad from grad)

Table. 2 Detailed explanation of teaching coverage

Dr. Williams: 4 grad courses, 2 releases as chair/director to launch the program
Dr. Ikizler: 2 grad courses, 4 undergrad courses (one of which may be an SMP course equiv.)
Dr. Ehman: 2 grad courses, 4 undergrad courses (one of which may be an SMP course equiv.)
New Hire A: 6 undergrad courses (one of which may be an SMP course equiv.)
New Hire B: 4 grad courses, 2 undergrad courses (no SMPs)
New Hire C: 3 grad courses, 2 undergrad courses (no SMPs), and 1 release as assistant director/intern coordinator

Thus, we estimate that the hiring needs would be approximately \$225,000 (\$75k x 3 lines). There would be some additional costs for accreditation (\$5,000 initially and then every 8 years, as well as some operating costs). **Therefore, we estimate the cost of the program to be \$230,000.** We have further estimated that a cohort of 7 students each year (with tuition of at least \$18,000, based on other Maryland programs) would result in possible yearly income of at least **\$252,000 in tuition revenue once there are two cohorts** (1st years and 2nd years), more than paying for the cost of the program. More than 7 students in a cohort would bring additional funding to the institution. In addition, the initial year would require fewer human resources as there would be no Fall2 or Spring2 teaching (see Appendix A Proposed Curriculum) until the second cohort arrives. That would mean that there would need to be two hires initially, with the third hire occurring for year 2.

In terms of facilities, there would be a need for three more offices in Goodpaster. The program would primarily use the Human Observation Suite (HOS) in the basement of Goodpaster Hall for courses and practica, which has most often been used to support teaching and research in clinical/counseling psychology. In terms of library resources, we do not anticipate greater need than our current resources; however, we would suggest that it might be a good idea to acquire some of the newer DVDs of psychotherapy published by the American Psychological Association.

Conclusion

A Master of Arts in Counseling and Clinical Psychology is a positive next step for SMCM. Counseling, like education (the only other master's program at SMCM), is a field that honors and epitomizes the cross-disciplinary interests that students at a liberal arts institution like St. Mary's possess. Counseling is a natural career choice for many of our students because it enables them to apply what they have learned about science, research, and practice within the scope of an applied profession. This idea is one that could both benefit our students and community members (such as families stationed at Patuxent River Naval Air Station) as well as benefit the institution (in expanding the reach of its curricular excellence and in generating potential new revenue).

We would be delighted to dedicate our energies to building a successful Master of Arts in Counseling and Clinical Psychology program at SMCM. Thank you for your consideration.

**Appendix A. Proposed Curriculum
Master of Science in Counseling & Clinical Psychology
60-credit Course Planner**

Classes. Practica and Field Experience are 4 credits; Internship is 8 credits

<u>Semester/Year</u>	<u>Course Number</u>	<u>Course Title</u>
Fall 1	MCCP501	Ethics/Theory/Research in Counseling (a, b, f)
Fall 1	MCCP502	Techniques of Counseling Practicum (b)
Fall 1	MCCP503	Psychopathology & Diagnosis (d)
Fall 1	MCCP504	Multicultural & Social Justice in Psychology (c)
Spring 1	MCCP505	Lifespan and Vocational Development (g & i)
Spring 1	MCCP506	Career Counseling Practicum (Co-Req: MCCP505)
Spring 1	MCCP507	Group and Systems in Practice (j)
Spring 1	MCCP508	Group Counseling Practicum (Co-Req: MCCP507)
Fall 2	MCCP601	Psychological Assessment Practicum (e)
Fall 2	MCCP602	Biological/Substance issues in Counseling (h)
Fall 2	MCCP603	Advanced Technique in Counseling (f) (Pre-Req: MCCP502)
Fall 2	MCCP604	Supervised Field Experience (Co-Req: MCCP603)
Spring 2	MCCP605	Legal & Prof. Issues in Counseling (a)
Spring 2	MCCP701	Internship in Counseling Psychology (8 credits) (Pre-Req: MCCP604)

Note: Lower case letter in parentheses represent the MPCAC Standards (see next page)*

The proposed curriculum is based on the MPCAC standards*, including required hours of supervised field experience and direct client contact hours. The program should be the equivalent of at least two academic years of full-time study and 60 credits, which includes the supervised field placement, a minimum of 600 hours across at least two semesters with 240 direct client contact hours:

MPCAC Curriculum Standards

- a. Ethical and professional standards
- b. Evidence-based theories and practice of counseling and psychotherapy
- c. Multiculturalism and diversity
- d. Theories of psychopathology and relevant classification systems
- e. Methods of evaluation of individuals
- f. Research methods
- g. Career development and/or the role of work in peoples' lives
- h. Biological basis of behavior
- i. Developmental basis of behavior
- j. Systems basis of behavior

The proposed MACCP program would be 60 total credits with 630 hours of supervised field placement and 270 direct service hours as follows:

Fall 1 Techniques Practicum (15 direct/90 overall)
Spring 1 Supervised Field Experience: Career (30 direct/90 overall)
Spring 1: Supervised Field Experience: Group (30 direct/90 overall)
Fall 2: Assessment Practicum (15 direct/90 overall)
Fall 2: Supervised field placement (counseling center) 60 direct/90 overall
Spring 2: Internship (120 direct/180 overall)

Appendix B. Proposed Catalog Copy

Master of Arts in Counseling & Clinical Psychology

The general objective of the Counseling & Clinical Psychology Master's program is to provide students with the coursework and training required for independent practice as professional counselors. This objective is achieved through the provision of classroom coursework and supervised clinical experience. Thus, the program is the equivalent of at least two academic years of full-time study and 60 credits, which includes supervised field placements (practica and internship) and the required number of direct client contact hours.

Learning Outcomes

Upon completion of the Master's in Counseling and Clinical Psychology, students will:

- Demonstrate knowledge of ethical concepts and legal issues and how to apply them in professional activities with individuals, groups, and organizations.
- Exhibit behavior and comportment that reflect the professional values and attitudes of counseling and psychology, including understanding of the role of supervision in applied experiences.
- Demonstrate knowledge of the evidence-based theories in counseling and psychotherapy.
- Exhibit skills in the practice of counseling, including use of the therapeutic relationship, case conceptualization, and use of specific interventions and communication skills.
- Demonstrate knowledge, self-awareness, and skills in working with individuals, groups, and communities in various contexts who represent various cultural and personal backgrounds and characteristics.
- Demonstrate knowledge of theories of psychopathology and relevant classification systems.
- Understand the purposes of assessment measures and exhibit skills in using appropriate methods of evaluation.
- Demonstrate knowledge of scientific methods used by counselors and psychology practitioners in their clinical work.
- Demonstrate knowledge of the role of work and career choice in peoples' lives.
- Demonstrate knowledge and understanding of the relationship between biological factors and human functioning.
- Demonstrate understanding of human development, wellness, and learned bases of behavior across the lifespan
- Demonstrate understanding of individuals in the context of their environment and how systems (e.g., geographical, ideological, demographic, familial, institutional) affect functioning.

Degree Requirements for the Master of Arts in Counseling & Clinical Psychology

Required Courses: 60 credit hours

Classes. Practica and Field Experience are 4 credits; Internship is 8 credits

- MCCP501: Ethics/Theory/Research in Counseling
- MCCP502: Techniques of Counseling Practicum
- MCCP503: Psychopathology & Diagnosis
- MCCP504: Multicultural & Social Justice in Psychology
- MCCP505: Lifespan and Vocational Development
- MCCP506: Career Counseling Practicum (Co-Req: MCCP505)
- MCCP507: Group and Systems in Practice
- MCCP508: Group Counseling Practicum (Co-Req: MCCP507)
- MCCP509: Psychological Assessment Practicum
- MCCP510: Biological/Substance issues in Counseling
- MCCP511: Advanced Techniques in Counseling
- MCCP512: Supervised Field Experience (Pre-Req: MCCP502)
- MCCP520: Legal & Professional Issues in Counseling
- MCCP521: Internship in Counseling Psychology (8 credits) (Pre-Req: MCCP522)

Sequence of Study / Supervised Field Experience

Fall 1 Techniques of Counseling Practicum

Spring 1 Career Counseling Practicum

Spring 1 Group Counseling Practicum

Fall 2 Psychological Assessment practicum

Fall 2 Supervised Field Experience

Spring 2 Internship (8 credits)

Faculty

Elizabeth Nutt Williams (director/chair), Anandi Ehman, Ayse Ikizler, 2 New Hires

Course Descriptions

MCCP501. Ethics/Theory/Research in Counseling (4 cr)

This course covers theories of counseling, research in counseling, and ethical issues with an emphasis on personal accountability. Ethics instruction is grounded in the APA ethics code. Students learn about psychotherapy research as well as the use of scientific methods to evaluate practices and interventions.

MCCP502. Techniques of Counseling Practicum (4 cr)

This course provides opportunities to practice skills, case conceptualization, and interventions. Students will learn how to engage in and integrate feedback from clinical supervision. Students practice developing the therapeutic alliance. Students in this course receive instruction on and practice with managing relationships with others (e.g., peers, clients, supervisors) professionally and ethically.

MCCP503. Psychopathology & Diagnosis (4 cr)

Students receive instruction on theories of psychopathology, classification systems of behavior, and theories about the impact of trauma on individuals, groups and communities. Students apply concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.

MCCP504. Multicultural & Social Justice in Psychology (4 cr)

The course utilizes theories and research from multicultural psychology to increase multicultural competence with respect to awareness, knowledge, and skills. Students engage in didactics and interactive classroom activities to gain an understanding of social justice concepts and the intersection between self and others as shaped by diverse identities.

MCCP505. Lifespan & Vocational Development (4 cr)

This course provides instruction in the role of work in peoples' lives; development of work and career choices across the lifespan; and human development, wellness, and learned bases of behavior across the lifespan.

MCCP506: Career Counseling Practicum (4 cr) (Co-Req: MCCP505)

This course provides hands-on experience for students to apply knowledge of vocational and career development. Students are given opportunities to practice forming and maintaining professional relationships; navigating interpersonal conflicts; giving and receiving constructive feedback; and developing the therapeutic alliance. Students also practice implementing interventions using a chosen theoretical orientation; practicing professional communication skills; and evaluating progress in career counseling with clients.

MCCP507. Group and Systems in Practice (4 cr)

This course provides instruction on group theories of counseling and psychotherapy. It also serves to educate students on understanding individuals in the context of their environment and how the

environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning. Students will also study the use of system changes (whether prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.

MCCP508: Group Counseling Practicum (4 cr) (Co-Req: MCCP507)

This course focuses on developing group counseling skills, including forming respectful client relationships, managing conflict, and providing effective feedback and receiving feedback non-defensively. Students will enhance their communication abilities, both verbal and nonverbal, and learn to conceptualize cases and implement interventions based on a consistent theoretical orientation.

MCCP5601. Psychological Assessment Practicum (4 cr)

This course provides students with a broad understanding of psychological assessment measures in counseling, including their content, reliability, validity, and purpose. Students will learn to recognize the strengths and limitations of various assessment tools, particularly in relation to diversity considerations, and will develop skills in the administration, scoring, and interpretation of these measures. The course also covers effective clinical interviewing, progress monitoring, and the selection of appropriate evaluation methods. Additionally, students will gain knowledge of assessment methods, including program evaluation.

MCCP602. Biological/Substance issues in Counseling (4 cr)

This course explores the complex relationships between biological factors and human functioning, with a focus on their impact within counseling. Students will gain a deeper understanding of how biological processes influence behavior, emotions, and mental health, and how these factors intersect with substance use and addiction.

MCCP603: Advanced Techniques in Counseling (4 cr) (Pre-Req: MCCP502)

This course builds on students previous knowledge of counseling theories and methods, preparing students to execute more advanced counseling techniques. This course focuses on refining students' abilities to communicate effectively using verbal, nonverbal, and written skills within a professional counseling context, ensuring a clear understanding and application of professional language. Students will enhance their case formulation and conceptualization skills, learning to plan and implement interventions that align with a consistent theoretical orientation.

MCCP604: Supervised Field Experience (4 cr) (Co-Req: MCCP603)

This course provides students with hands-on experience in a supervised clinical setting, where they will develop and refine essential counseling skills. Emphasis is placed on forming and maintaining respectful, productive and ethical relationships with clients, colleagues, supervisors, and professionals across disciplines. Students will learn to navigate conflicts, provide and receive feedback effectively, and communicate professionally using both verbal and nonverbal skills. The course includes practical training in case formulation, intervention planning, crisis management, and the development of strong therapeutic alliances. Students will also engage in reflective practice, evaluating and modifying intervention strategies based on client progress and feedback.

MCCP605: Legal & Professional Issues in Counseling (4 cr)

This course provides an overview of the legal and professional issues central to the practice of counseling and clinical psychology. Students will gain a thorough understanding of professional standards and relevant laws and regulations. The course emphasizes the application of ethical decision-making models to real-world dilemmas, fostering the integration of ethical values into professional conduct. Additionally, students will explore the role of counseling and psychological practice as an applied behavioral science, develop a strong sense of professional identity, and learn to maintain appropriate communication and conduct across various settings. Personal accountability and responsibility are key themes.

MCCP701. Internship in Counseling Psychology (8 cr) (Pre-Req: MCCP608)

This course provides students with hands-on counseling experience, allowing them to apply and expand their knowledge in a real-world setting. Students will develop and maintain productive, respectful relationships with clients, colleagues, supervisors, and interdisciplinary professionals while navigating conflicts and providing and receiving constructive feedback. The course emphasizes case formulation, intervention planning, and crisis management, all grounded in a consistent theoretical orientation. Students will refine their ability to build therapeutic alliances, evaluate and modify interventions based on client progress, and engage in reflective practice. A significant focus is placed on cultural competence, with students applying their understanding of self and others as cultural beings in all professional interactions, ensuring they can work effectively with diverse populations. This internship prepares students for professional practice, integrating theory with practice in a supportive, supervised environment.

Appendix C. Proposed Curricular Map and Assessment Cycle

MACCP Program Learning Outcomes (PLOs)

Upon completion of the Master's in Counseling and Clinical Psychology, students will:

1. Demonstrate knowledge of ethical concepts and legal issues and how to apply them in professional activities with individuals, groups, and organizations.
2. Exhibit behavior and comportment that reflect the professional values and attitudes of counseling and psychology, including understanding of the role of supervision in applied experiences.
3. Demonstrate knowledge of the evidence-based theories in counseling and psychotherapy.
4. Exhibit skills in the practice of counseling, including use of the therapeutic relationship, case conceptualization, and use of specific interventions and communication skills.
5. Demonstrate knowledge, self-awareness, and skills in working with individuals, groups, and communities in various contexts who represent various cultural and personal backgrounds and characteristics.
6. Demonstrate knowledge of theories of psychopathology and relevant classification systems.
7. Understand the purposes of assessment measures and exhibit skills in using appropriate methods of evaluation.
8. Demonstrate knowledge of scientific methods used by counselors and psychology practitioners in their clinical work.
9. Demonstrate knowledge of the role of work and career choice in peoples' lives.
10. Demonstrate knowledge and understanding of the relationship between biological factors and human functioning.
11. Demonstrate understanding of human development, wellness, and learned bases of behavior across the lifespan
12. Demonstrate understanding of individuals in the context of their environment and how systems (e.g., geographical, ideological, demographic, familial, institutional) affect functioning.

Below are the course learning outcomes (CLOs) tied to the program learning outcomes (PLOs):

MCCP501: Ethics/Theory/Research in Counseling

- PLO1. Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines.
- PLO3. Demonstrates knowledge of individual theories of counseling and psychotherapy.
- PLO8. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology and to evaluate practices and interventions.
- PLO8. Critiques published research effectively.

MCCP502: Techniques of Counseling Practicum

- PLO2. Relates effectively with individuals.
- PLO2. Formulates and conceptualizes cases.
- PLO2. Plans and implements interventions utilizing in the context of theoretical orientation.

PLO2. Displays skills in developing the therapeutic alliance.

PLO4. Demonstrates understanding of the role and practice of supervision and responds appropriately to supervision.

MCCP503: Psychopathology & Diagnosis

PLO6. Demonstrates knowledge of theories of psychopathology, including but not limited to biological and sociocultural theories.

PLO6. Demonstrates knowledge of classification systems of behavior and limitations of those systems.

PLO6. Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.

PLO3. Demonstrates knowledge of theories regarding the impact of trauma on individuals, groups and communities.

MCCP504: Multicultural & Social Justice in Psychology

PLO5. Demonstrates knowledge and awareness of self, as shaped by diverse identities.

PLO5. Demonstrates knowledge and awareness of others, as shaped by diverse identities.

PLO5. Demonstrates knowledge of the intersection between self and others as shaped by diverse identities.

MCCP505: Lifespan and Vocational Development

PLO9. Demonstrates knowledge of the role of work in peoples' lives.

PLO9. Demonstrates understanding of the development of work and career choices across the lifespan.

PLO11. Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.

MCCP506: Career Counseling Practicum (Co-Req: MCCP505)

PLO4. Forms and maintains productive and respectful relationships with clients, peers/colleagues, and supervisors.

PLO4. Negotiates differences and handles conflict satisfactorily.

PLO4. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately.

PLO4. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

PLO4. Formulates and conceptualizes cases.

PLO4. Plans and implements interventions utilizing at least one consistent theoretical orientation.

PLO4. Displays skills in developing the therapeutic alliance.

PLO4. Evaluates intervention progress and modifies intervention strategies on the basis of evaluation of clients' progress and/or client feedback.

MCCP507: Group and Systems in Practice

PLO12. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning.

PLO12. Demonstrates understanding of the use of systems changes (whether prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.

PLO3. Demonstrates knowledge of group theories of counseling and psychotherapy.

MCCP508: Group Counseling Practicum (Co-Req: MCCP507)

PLO4. Forms and maintains productive and respectful relationships with clients, peers/colleagues, and supervisors.

PLO4. Negotiates differences and handles conflict satisfactorily.

PLO4. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately.

PLO4. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

PLO4. Formulates and conceptualizes cases.

PLO4. Plans and implements interventions utilizing at least one consistent theoretical orientation.

PLO4. Evaluates intervention progress and modifies intervention strategies on the basis of evaluation of clients' progress and/or client feedback.

MCCP601: Psychological Assessment Practicum

PLO7. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures.

PLO7. Demonstrates awareness of strengths and limitations (including diversity-related limitations) of administration, scoring, and interpretation of assessment measures.

PLO7. Selects and utilizes appropriate methods of evaluation.

PLO7. Engages in effective clinical interviewing.

PLO7. Engages in effective progress monitoring.

PLO8. Demonstrates knowledge of assessment methods used by counselors and psychology practitioners, including program evaluation..

MCCP602: Biological/Substance issues in Counseling

PLO10. Demonstrates knowledge and understanding of the relationship between biological factors and human functioning.

MCCP603: Advanced Techniques in Counseling (Pre-Req: MCCP502)

PLO4. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

PLO4. Formulates and conceptualizes cases.

PLO4. Plans and implements interventions utilizing at least one consistent theoretical orientation.

MCCP604: Supervised Field Experience (Co-Req: MCCP603)

PLO4. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines.

PLO4. Negotiates differences and handles conflict satisfactorily.

PLO4. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately.

- PLO4. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.
- PLO4. Formulates and conceptualizes cases.
- PLO4. Plans and implements interventions utilizing at least one consistent theoretical orientation.
- PLO4. Displays skills in developing the therapeutic alliance.
- PLO4. Displays skills in crisis intervention.
- PLO4. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback.
- PLO2. Demonstrates knowledge of the critical role of reflective practice.

MCCP605: Legal & Professional Issues in Counseling

- PLO1. Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations.
- PLO1. Recognizes situations that challenge adherence to professional values and demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas.
- PLO1. Demonstrates integration of ethical values in professional conduct.
- PLO2. Demonstrates understanding of counseling and psychological practice as an applied behavioral science.
- PLO2. Demonstrates knowledge and awareness of professional identities.
- PLO2. Maintains professionally appropriate communication and conduct across different settings.
- PLO2. Demonstrates personal accountability and accepts responsibility for own actions.

MCCP701: Internship in Counseling Psychology (8 credits) (Pre-Req: MCCP604)

- PLO4. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines.
- PLO4. Negotiates differences and handles conflict satisfactorily.
- PLO4. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately.
- PLO4. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.
- PLO4. Formulates and conceptualizes cases.
- PLO4. Plans and implements interventions utilizing at least one consistent theoretical orientation.
- PLO4. Displays skills in developing the therapeutic alliance.
- PLO4. Displays skills in crisis intervention.
- PLO4. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback.
- PLO2. Demonstrates knowledge of the critical role of reflective practice.
- PLO5. Applies knowledge of self as a cultural being in assessment, treatment, consultation, and all other professional interactions.
- PLO5. Applies knowledge of others as cultural beings in assessment, treatment, consultation, and all other professional interactions.
- PLO5. Applies knowledge of the intersection of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions.
- PLO5. Is able to work effectively with diverse individuals in assessment, treatment, and consultation.

Proposed Assessment Cycle

(MPCAC has an 8-year accreditation span, so we are proposing two assessment cycles of four years so that there are two full assessment cycles per accreditation span. We created this proposed cycle in consultation with Dr. Liz Leininger, Chair of the Teaching and Assessment Committee)

	Class	PLOs
Year 1		
	MCCP501	3, 8
	MCCP503	6
	MCCP504	5
Year 2		
	MCCP505	9, 11
	MCCP507	12
	MCCP601	7
Year 3		
	MCCP602	10
	MCCP605	1, 2
	MCCP710	4
Year 4		
	Reflection/analysis of results	

Counseling Graduate Program Options at Maryland Colleges and Universities

Directly Comparable Programs in Maryland (Master's in Psychology; MPCAC accredited)

	Institution	Type of Institution	Program	Accreditation	Tuition per year MD residents	Cohort Size
1	Frostburg State	public university	MS in counseling psychology	MPCAC accredited	\$16,500 (\$474/credit)	10-15
2	Towson Univ.	public university	MA in clinical or counseling concentration	MPCAC accredited	\$20,070 (\$669/credit)	11-18
3	Univ. of Baltimore	public university	M.S. in Applied Psychology, Counseling Psychology	MPCAC accredited	\$24,600 (\$820/credit)	14

Related doctoral programs (PhD; APA accredited)

	Institution	Type of Institution	Program	Accreditation	Tuition per year MD residents	Cohort Size
1	UMBC	public university	PhD in Human Services Psychology	APA accredited	\$21,600	5-8
2	UMD – College Park*	public university	PhD in Counseling Psychology	APA accredited	\$16,995	5-9

*UMD-College Park has a program Master of Professional Studies (MPS) in Clinical Psychological Science, but this is not an applied degree program. They also have a certificate program for Applied Counseling and Human Services, however, they are not accepting applications and the webpage for the specific program is a dead link.

Counseling Graduate Program Options at Maryland Colleges and Universities

Similar programs in Mental Health Counseling (Master's in clinical mental health; CACREP accredited)

	Institution	Type of Institution	Program	Accreditation	Tuition per year MD residents	Cohort Size
1	Bowie State	public university	MA in clinical mental health counseling	CACREP accredited	\$13,440 (\$448/credit)	10-15**
2	Johns Hopkins University	private university	MS in clinical mental health counseling MS in Counseling	CACREP accredited	\$36,000 (\$1200/credit)	12**
3	Hood College	private liberal arts	MS in Counseling with a Clinical Mental Health concentration	CACREP accredited	\$15,300	16**

Note: Mt. St. Mary's, Goucher, Notre Dame, UMD Eastern Shore, Washington College, St. John's College and Stevenson all offer numerous MA programs, just not in counseling.

Counseling Graduate Program Options at Maryland Colleges and Universities

Related, but non-comparable programs (Online and Non-accredited Programs)

	Institution	Type of Institution	Program	Accreditation	Tuition per year MD residents	Cohort Size
1	McDaniel College	private liberal arts	MS in Clinical Mental Health Counseling (online)	No info on accreditation; “ensures eligibility for licensure in both Maryland and Pennsylvania”	\$18,390 (\$613/credit)	10-15**
2	UMD - Global Campus	public university	MS in Clinical Professional Counseling (online)	Not accredited; aligned with MD licensure requirements; designed to meet the requirements for licensure as a professional counselor in Maryland	\$15,720 (\$524/credit)	unavailable
3	Bowie State	public university	MA in Counseling Psychology	Not accredited	\$13,440 (\$448/credit)	unavailable
4	Loyola University Maryland	private university	MS in Clinical Professional Counseling	Not accredited	\$32,160 (\$1,072/credit)	24-30**
3	Washington Adventist University	private university	MA in Counseling Psychology MA in Clinical Mental Health Counseling	Not accredited	\$18,750 (\$625/credit)	unavailable

**Based on historical data; no current data available.

Master of Arts in Counseling and Clinical Psychology (MACCP)

Annual Tuition: \$ 19,500

	PREDICTED	PREDICTED	PREDICTED	PREDICTED	PREDICTED
Based on Cohort	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Incoming 1st year	7	8	9	10	10
Incoming 2nd year		7	8	8	9
New total per year	7	15	17	18	19

Cost projections	Year 1	Year 2	Year 3	Year 4	Year 5
	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Faculty 1 (replacement line in Psych	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500
Faculty 2	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500
Faculty 3	\$ -	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500
Accreditation costs	\$ 5,000	\$ -	\$ -	\$ -	\$ -
Marketing	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Operating Budget	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total	\$ 207,000	\$ 299,500	\$ 299,500	\$ 299,500	\$ 299,500

Revenue projections	\$ 136,500	\$ 292,500	\$ 331,500	\$ 351,000	\$ 370,500
Projected students	7	15	17	18	19
Over/short	\$ (70,500)	\$ (7,000)	\$ 32,000	\$ 51,500	\$ 71,000

Minimum number of students to break even

Total Students -->	11	16	16	16	16
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TABLE FOR Proposal

ALL VALUES ARE REFERENCES/FORMULAS - DO NOT TYPE IN

	Year 1	Year 2	Year 3	Year 4	Year 5 +
	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Faculty 1 (replacement line in Psych	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500
Faculty 2	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500
Faculty 3	\$ -	\$ 97,500	\$ 97,500	\$ 97,500	\$ 97,500
Accreditation costs	\$ 5,000	\$ -	\$ -	\$ -	\$ -
Marketing	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Operating Budget	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Projected expenses	\$ 207,000	\$ 299,500	\$ 299,500	\$ 299,500	\$ 299,500
Enrollment targets	7	15	17	18	19
Projected revenue *	\$ 136,500	\$ 292,500	\$ 331,500	\$ 351,000	\$ 370,500
Projected surplus (deficit)	\$ (70,500)	\$ (7,000)	\$ 32,000	\$ 51,500	\$ 71,000

* Projected revenue is based on annual tuition of \$19500 per student, built on \$650 per credit hour.

9/30/25

\$650 per credit hour
30 annual credits

Assumes slight growth

Assumes nearly 100% retention

FYI:	24-25	25-26
Frostburg	\$477	\$483
Towson	675	739
UB	820	836
mean	657	686
median	\$675	\$739

<https://www.g>

<https://www.g>

5-yr TOTAL

\$ 1,405,000

\$ 1,482,000

\$ 77,000

[.oogle.com/url?q=https://www.frostburg.edu/admissions-and-cost/tuition-and-fees/graduate-tuition-and-fe](https://www.frostburg.edu/admissions-and-cost/tuition-and-fees/graduate-tuition-and-fees/)

[.oogle.com/url?q=https://www.ubalt.edu/admission-and-aid/tuition-and-fees/index.cfm&sa=D&source=edit](https://www.ubalt.edu/admission-and-aid/tuition-and-fees/index.cfm&sa=D&source=edit)

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**BOARD OF TRUSTEES
ADMISSIONS AND FINANCIAL AID COMMITTEE
SEPTEMBER 22, 2025**

**OPEN SESSION
AGENDA**

- I. DISCUSSION ITEMS**
 - A. Enrollment Update
 - B. Looking Toward Fall 2026 – Trends, Opportunities, Challenges
- II. ACTION ITEMS**
 - A. None
- III. INFORMATION ITEMS**
 - A. None
- IV. MOTION TO ADJOURN**

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



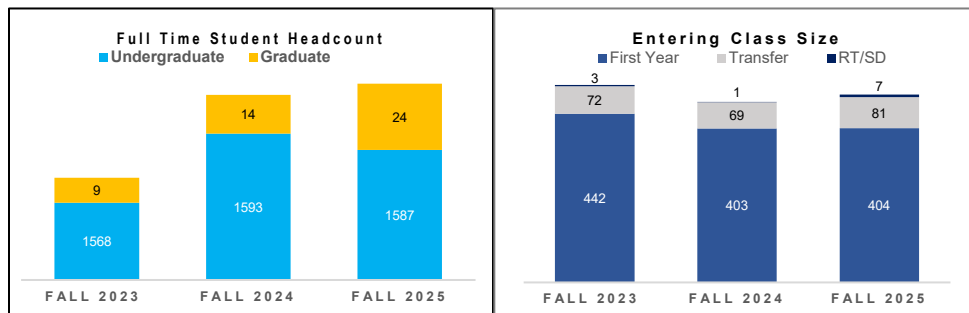
BOARD OF TRUSTEES ADMISSION AND FINANCIAL AID SEPTEMBER 22, 2025

REPORT

The Division of Enrollment Management is pleased to submit its September 2025 report to the Board of Trustees Admission and Financial Aid Committee. Enrollment Management oversees the recruitment and enrollment of new students, the administration of federal, state, and institutional financial aid resources, and the delivery of student academic support services which contribute to the College's retention goals.

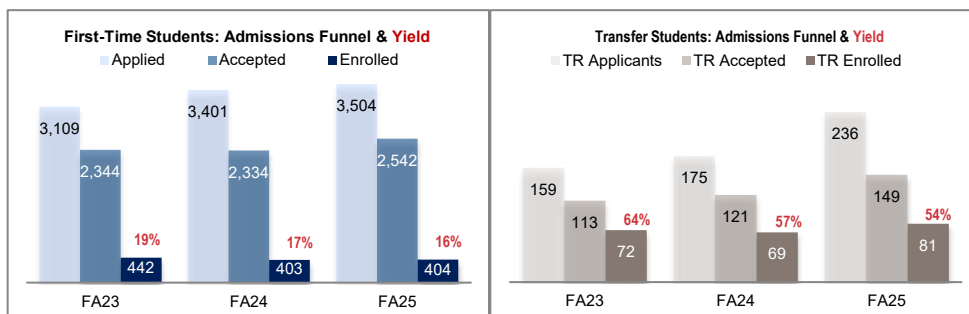
Enrollment

The College's full time headcount enrollment has increased by four students compared to the Fall 2024 semester at the same point in time. The increase can be attributed to ten additional graduate students (N=24) compared to Fall 2024 which offset a slight decrease of six undergraduate students (N=1587).



Preliminary enrollment (headcount) for the Fall 2025 semester includes 1646 undergraduate students, (1587 full-time plus 35 part-time), and 24 Master of Arts in Teaching (MAT) graduate students. This is an increase of three students compared to Fall 2024. The MAT program which has historically enrolled between 25 and 30 students, has made significant progress toward returning to that benchmark.

New Students



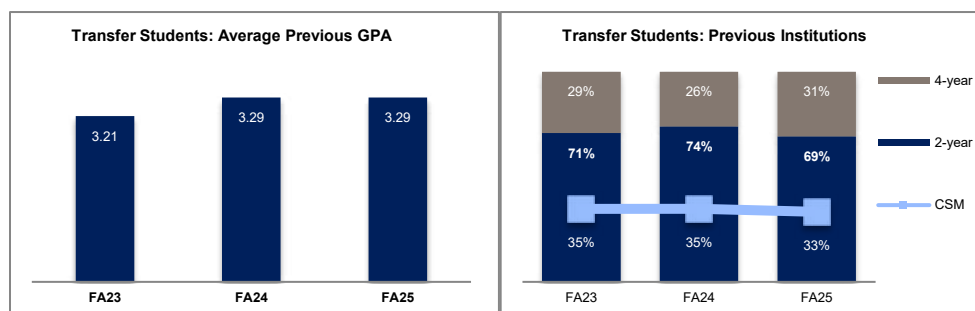
For the Fall 2025 entering class, the College received 3504 (+3%) first-time, first-year (FTFY) applications for admission. This is the fifth consecutive year of a record number of applications. In order to offset cycle indicators that indicated there may be a decrease in yield including continuing increases in the number of Common Applications being submitted by individual students and a decrease in the number of applicants who had visited campus compare to the previous year, 208 additional applicants were offered admission. The yield

rate for admitted students declined by 1.4% compared to the previous fall FTFY entering class. Four hundred and five students have enrolled compared to 404 students in Fall 2024. The decline in yield was consistent across all FTFY application plans.

A signal of enrolling student affinity is the summer melt rate of students who withdraw after submitting an enrollment deposit. The lower the melt rate, the stronger the affinity. The summer melt rate of FTFY students who withdrew after submitting an enrollment deposit was 6.2%. This is an increase of .04% over Fall 2024 and .09% over Fall 2023. While the increase in the melt rate in the last two years needs to be monitored, the College's melt rate falls at the low end of the range of 5% to 12% for four-year public institutions. The College's melt rate aligns with the data from our Fall 2024 admitted student survey that indicates 99% of enrolling students are very certain (76%) or very generally comfortable (23%) about their decision to attend the College.

With the expansion of the Pathway to Honors program (p2H) to include all Maryland community colleges, 225 FTFY applicants were offered the opportunity to participate in the program. Thirty seven students (16.4% yield) are participating in the program for the 2025-2026 academic year. Eight are in the 15-credit program preparing to transfer to the College for the Spring 2026 entry term, and 29 are in the 24-credit program preparing to transfer for the Fall 2026 entry term. These students are attending nine Maryland community colleges. The largest number (11) are attending CSM, followed by Prince George's Community College (7) and Howard Community College (5).

As part of the p2H program, the College's Assistant Director of Transfer Evaluation Services has been working with these students over the summer to provide advising on the appropriate course selection at the Maryland community college of their choosing so that the student will have transfer credit that will help them persist in their chosen major once they transfer to the College. Throughout the fall semester, the Transfer Services team will continue to engage with these students. On September 17, the Office of Student Success Services is hosting a webinar for p2H students to provide them tips and tricks on setting themselves up for success while at their community college. The Transfer team will also check in with these students virtually and while visiting their campuses for Transfer Fairs throughout the academic year.



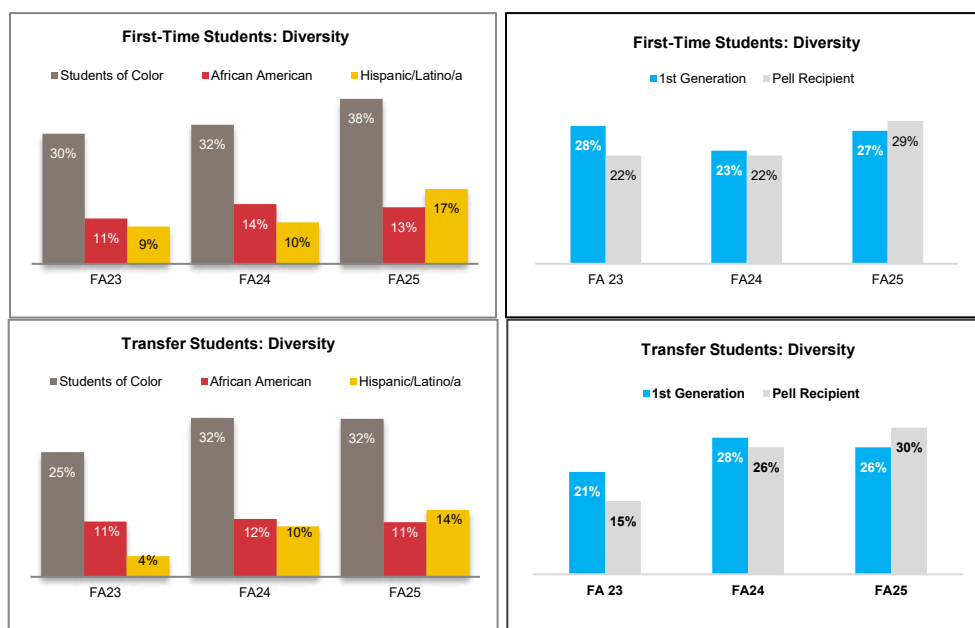
The College received 236 (+33%) transfer applications for Fall 2025. Admission was offered to 28 more students for an admit rate of 63% which is comparable to the admit rate at the University of Maryland College Park. The College has enrolled 81 (+17%) new transfer students compared to 69 in Fall 2024 and 72 in Fall 2023. Fifty-five students (69%) were last enrolled at a community college, with 27 (33%) coming from the College of Southern Maryland.

The increase in the number of enrolled transfer students can be attributed to increases from certain community colleges, students who had originally applied as FTFY students, and the p2H program. Increases from community colleges include Frederick Community College (+5), College of Southern Maryland (+4) and Anne Arundel Community College (+3). Fifteen students (+10), including three p2H program participants, had previously applied as an FTFY applicant.

Two on-campus Instant Transfer Decision Days also contributed to the increase in enrollment. During the program students received their admission decision, merit scholarship, transcript evaluations, and had the

opportunity to meet with the Office of Student Financial Assistance and the Office of Student Success Services. There were 9 participants at the April event with 8 of them matriculating and 5 participants at the August event with 4 of them matriculating. Overall, 85.7% of the students who participated in the event matriculated for Fall 2025.

The Transfer Recruitment, Admission and Services team is also responsible for the processing of returning student and second-degree student applications and transfer credit evaluations. There are five enrolling second-degree students. Two of whom had graduated from the College. There are three returning students who had previously withdrawn from the College.



The Fall 2025 entering class is among the most diverse classes in the College’s history. Twenty-nine percent of the FTFY class and 30% of the transfer class are Pell Grant-eligible, an increase of 7% for FTFY students and 10% for transfer students; 27% and 26%, respectively, are first generation students; and, 38% FTFY and 32% of transfer students are from historically underrepresented communities meeting the target in Pillar 3 of the “*The Rising Tide*” Strategic Plan. Maryland residents account for 87% of FTFY students and 94% of new transfer students. While this is comparable with the percent of out-of-state students in the Fall 2024 entering class, the goal was to increase the percent of out-of-state students by three percent.

The College’s signature programs are integral in supporting the recruitment and retention of our students as we strive to reach our enrollment goals in “*The Rising Tide*” Strategic Plan. The Fall 2025 entering class includes 46 students who are members of the DeSousa Brent Scholars Program (DB), 34 who are participating in the Sum primus (SP) Program for first generation students and seven Landers Scholars. Recruitment initiatives for both the DB and SP programs were enhanced by the Office of Admission this past spring semester. The DB program has enrolled 10 additional students and the SP program cohort has doubled in size over the Fall 2024 cohort size.

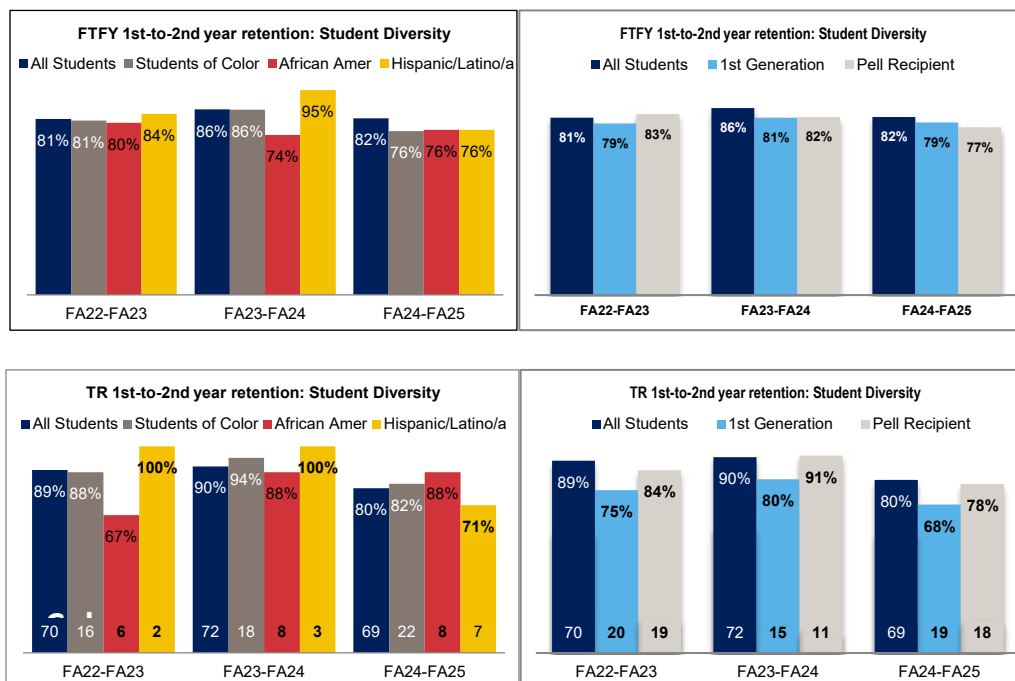
The College also welcomed our second cohort of Monument Scholars who were selected from among the top 10% of the admitted class based on their academic record and contributions to their school and community. During the first year of the program, the program was limited to FTFY students. Transfer students were added to the Monument Scholars cohort beginning with the Fall 2025 entry term. There are 25 Monument Scholars in the Fall 2025 cohort. The Office of Student Success in partnership with campus colleagues coordinates the program.

The academic profile of the FTFY class remains strong with an average unweighted GPA of 3.5 on a 4.0 scale and a weighted GPA of 3.80. With 18% providing scores, the average SAT is 1212 for the Fall 2025 FTFY entering class. This is the lowest percent of students providing standardized test scores since the College adopted a test optional policy in the admission process. This is despite about 70% of Maryland high school graduates having taken the SAT. Even though the College has a test optional policy in the admission process, it does not mean that we do not want to receive scores. Standardized testing is an additional academic datapoint, has predictive value when combined with the student's grade point average and contributes to the College's rankings. In order to be considered in the College rankings, at least 50% of enrolling students would need to provide standardized test scores. Moving forward, the Office of Admission will more strongly encourage the submission of standardized test scores. The average GPA of our new transfer students is a 3.29.

As we assess the Fall 2025 cycle, the annual Admitted Student Questionnaire and analysis of our financial aid optimization strategy will be disaggregated by application type, among other characteristics, to determine what we can learn from the responses and the data. This will inform further planning for the Fall 2026 recruitment cycle and looking toward the Fall 2027 cycle.

Retention

The College's Integrated Retention Strategic Plan (IRSP) was formally launched on August 15 at a campus-wide town hall meeting. The meeting included divisional break-out sessions to ensure cross-campus alignment on the plan. A Retention Implementation Team (RIT), consisting of representatives from all five executive divisions is tasked with implementing the strategies is chaired by Joanne Goldwater, Associate Dean for Retention and Student Success and Patrice Darby, Associate Director of the Office of Student Success Service. The RIT will meet six times during the academic year to ensure that progress to being made share updates on the strategies. Following a soft launch last academic year, the Seahawk Success Network which is a strategy of the IRSP and includes the academic advisor, an advisor in the Office of Student Success Services, a financial aid counselor and a student life advisor were provided training during the summer in preparation for the arrival of our Fall 2025 new students.



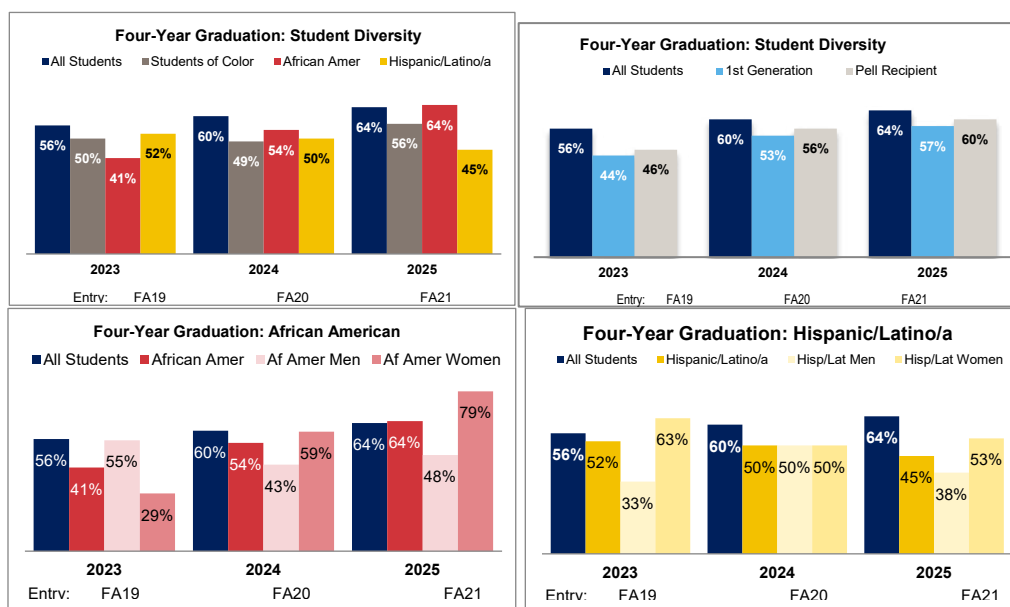
As the above charts show, preliminary data indicate that the first- to second-year retention of the Fall 2024 FTFY entering class is 82%. This is compared to the 86% and 81% retention of the previous two entering classes. The first- to second-year retention of the Fall 2024 transfer entering class is 80%. This is compared to the 90% and 89% retention of the previous two entering classes.

The retention of FTFY African American students increased by 2% compared to an overall decline in FTFY retention. This included decreases for Hispanic/Latino/a American students (-19%), first-generation students (-2%), Pell grant-eligible students and White students (-1%). The retention of DeSousa Brent Scholars (DB) was 76% compared to 95% for the previous year and the retention of students in the Sum primus program for first generation students (SP) was 63% compared to 85% for the previous year. The retention of these students is typically above the mean for the class. A likely factor in the decrease in the retention of the College's DB and SP students was the staffing transitions in the Office of Equity Programs and the resulting inconsistency in support and decline in programming. The retention of our fully-funded Landers Scholars has remained at 100%.

The first to second year retention of our Fall 2024 transfer students decreased to 80% from 90% and 89% for the previous two entering classes, respectively. As was the case for the Fall 2023 entering class, students of color (N=22) retained at a greater rate than the overall cohort. African American student retention rate was 88% which was comparable to the retention for the previous year. The retention of Hispanic/Latina/o, first generation, and Pell-grant eligible, students decreased compared to the Fall 2023 entering class. The retention rate and size of each cohort are noted on the above charts. The Fall 2024 transfer entering class had a number of military-related students and the retention decrease was centered on these students. The Transfer Recruitment, Admission and Services unit has identified the need to provide stronger support for military-related students.

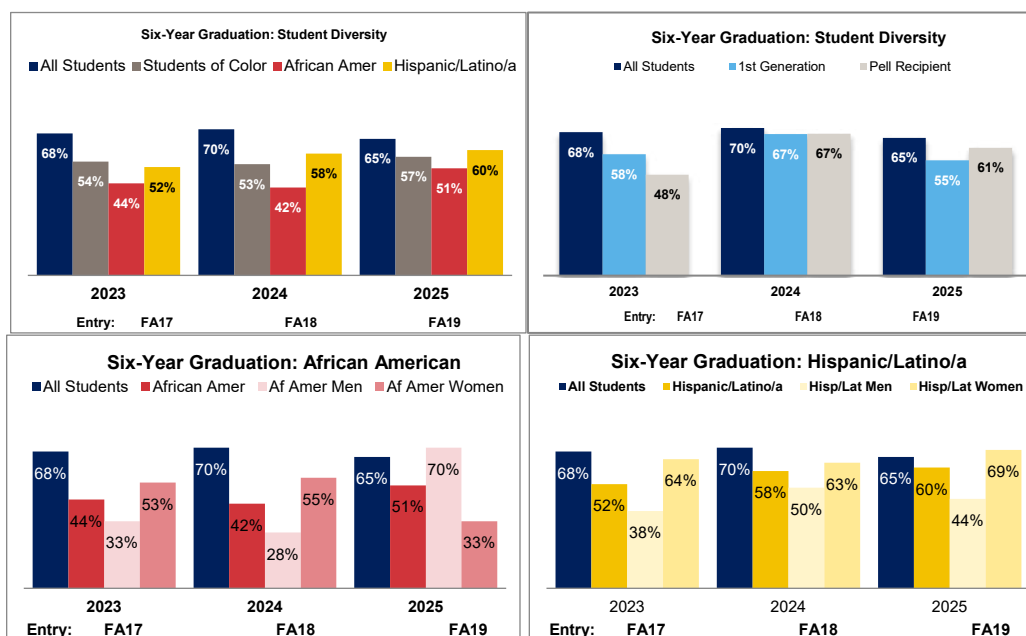
The decrease in the retention of our Fall 2024 students is a significant concern after an improvement in the retention of our Fall 2023 FTFY students and two years of very positive retention of our new transfer students. With the Integrated Retention Strategic Plan implementation underway and as a plan that reflects best-practices, the IRSP is designed to improve the retention of our students. The College is also planning to engage an external consultant, in addition to the possible services provided by DataKind, to conduct further research and assessment to ensure that we have a full understanding of the factors impacting retention and that nothing has been missed in the development of the IRSP.

Graduation



The College's four-year graduation rate for the entering class of 2021 of 64% is 4% above the graduation rate for the entering class of 2020 and represents an upward trend. The four-year graduation rate for students of color increased by 6%. The graduation rate for African American students increased by 10% with African American women increasing by 20% and Black men increasing by 5% when compared with the previous year. The graduation rate for American students decreased by 5% to 45%. The 3% increase in the graduation rate of Hispanic/Latina women did not offset the 12% decline in the graduation rate of Hispanic/Latino men. The

four-year graduation rate increase of 4% for first generation students and Pell grant-eligible students mirrored the increase of all students.



The six-year graduation rate for the FTFY entering class of 2019 declined by 5% after increasing to 70% for the entering class of 2018. This is despite increases in the six-year graduation rate for students of color including a 42% increase in the graduation rate African American men and a 6% increase in the graduation rate of Hispanic/Latina women. The six-year graduation rate of first generation students, Pell-grant eligible students African American women and Hispanic/Latino men decreased compared to the six-year graduation rate of the entering class of 2018. With the upward trend of the four-year graduation rate, the six-year graduation rate, which are a factor in the College's rankings, should subsequently increase.

Financial Aid

In support of the College's mission of providing access to an exceptional honors education, the College invests significant institutional funds for merit and need-based financial assistance with 86% of undergraduate students receiving institutional merit and/or need-based aid this fall.

For the 2025-2026 academic year, preliminary projections before the fall census indicate an estimated \$8.8M of unfunded institutional funds (33% discount rate). In addition, about \$723K of St. Mary's College Foundation funds, including waivers for Tuition Exchange, Resident Assistants, and Tuition Remission and \$342K for the Landers Scholars Program will also be used for merit and need-based financial assistance. The estimated \$8.8M unfunded financial aid budget is slightly above the original SRI budget of \$8.75M at this time because of an increase in the number of FTFY (+6.6%) Pell- grant eligible students which added additional demand for need-based financial aid.

The total unfunded institutional discount is 32.69% which is slightly lower than the unfunded institutional discount of 32.75% for Fall 2024. Per student net tuition and fee revenue increased by 2.2% to \$11,509 compared to Fall 2024. Because of the 6.6% increase in the number of FTFY Pell-grant eligible students, the FTFY discount increased from 36.7% to 38.8% and the per student net tuition and fee revenue decreased by 2.4% to \$10,489. The transfer student discount, which is more volatile due to the composition of the smaller entering class, declined to 20.1% from 26.7% for Fall 2024 and the per student net tuition and fee revenue increased by 15.8% to \$12,968.

Since Fall 2023, the new student discount rate has ranged between 35% and 36% after ranging between 37% and 38% between Fall 2019 and 2022. Enrollment management, along with our external partners, will continue

to work to strategically reduce the College's unfunded discount rate to further optimize our financial resources while also meeting institutional enrollment goals.

Office of Student Success Services

Over the summer, the Office of Student Success Services (OS3) supports the advising of all new students and completes an array of preparations for the upcoming academic year. With the sunset of the College's Early Alert System (Beacon), they worked closely with Bhargavi Bandi, Director of Enrollment Operations, and Liam Ross, Data Management Administrator, as they built out an early alert module in Slate, the system used by the Office of Admission. This followed a successful pilot program using Slate during the 2024-2025 academic year. The new system is appropriately branded SEAS for the Slate Early Alert System. Over the summer Slate was used to support new student advising and is now being used to support the advising process of all students for the academic year.

OS3 also developed and coordinated the College's first "Meet Us Before You Need Us" program designed to introduce the College's administrative programs and services to our new students to support their awareness of how to "get things done." Eighteen programs and services participated in the program on Friday, September 12 with 192 students participating in the raffle and 874 visits to the tables. OS3 is also organizing the annual "Majors/Minors Fair" which will be on Friday, September 19.

With the increase in the number of students from families whose primary language is Spanish, OS3 is working with Marketing and Communication to create Spanish language or bilingual materials for families. They are also investigating options for supporting these families at in-person events. Family members are an important part of the student support system and the College needs to be sure that Spanish speaking families are well served especially as the number of Hispanic/Latino/a students increases at the College.



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
SEPTEMBER 18, 2025**

**OPEN SESSION
AGENDA**

I. DISCUSSION ITEMS

- A.** Vice President for Student Affairs Report
- B.** Student Trustee Report

II. ACTION ITEMS

- A.** Endorsement of the 2025 Performance Accountability Report
- B.** Immigration Enforcement Policy

III. INFORMATION ITEMS

- A.** 2025 Performance Accountability Report
- B.** Immigration Enforcement Policy
- C.** Approved minutes from April 18, 2025



BOARD OF TRUSTEES CAMPUS LIFE COMMITTEE

VICE PRESIDENT FOR STUDENT AFFAIRS REPORT

Executive Summary

Summer was a busy time for Student Affairs: Health Services developed two new health suites to meet student's needs; Community Outreach and Engagement initiated a new community service program, Hawks in the Community, for all new incoming students; Student Life reviewed and inventoried housing capacity throughout the campus in preparation for a new facility master plan; Public Safety developed the Beyond the Fade retention program; and Brandon Engle, Director of Government Affairs, and I drafted a Immigration Enforcement Policy for the campus in compliance with the state mandate. However, the most exciting event for our students, besides welcoming our new president, was the modernization of Prince Georges (PG) Residence Hall bathrooms. Students were excited to tour the bathrooms, and everyone wants to live in PG next semester.

Health Services

In response to [House Bill \(HB\) 0477](#), Health Service staff developed a Reproductive Health Service Suite. The new reproductive health suite (funded by SMCN and the Health Disparities Grant) caters not only to students' wishes but also complies with the Maryland legislation. It is a comfortable private space, ideal for a student's first reproductive health visit. Health Services recognize that these exams naturally bring some anxiety, and therefore, they wanted to make it a positive experience. Health Services provides exams, labs, prescriptions, and referrals to all reproductive healthcare options. Referrals are specifically required by HB0477 which requires public higher education institution, in consultation with students, to develop and implement a reproductive health services plan, to provide at the institution or to refer students to a comprehensive range of reproductive health services.

A second suite, the Telehealth Suite, was developed to provide a private, comfortable environment for students to participate in telehealth sessions with their home-based healthcare providers. The telehealth suite also includes a clinical cart to allow Health Services staff to record vital signs as necessary for telehealth sessions. These two suites continue to meet the needs of our students as expressed they them in pulse surveys conducted by staff.

Community Outreach and Engagement (OCOE)

As part of Fall 2025 Orientation, Student Life teamed up with Community Outreach and Engagement to plan "Hawks in the Community," a new initiative this year to provide an opportunity for new incoming first-year and transfer students an opportunity for service or exploration in the St. Mary's community. Students were invited to choose from a variety of options, including on-campus and off-campus experiences. With this inaugural activity we were pleased that a **total of 209 students** registered for the following activities:

- On Campus
 - Climbing Lessons: 23
 - Zumba: 10
- Off Campus
 - Historic St. Mary's City (HSMC) Hike: 15
 - Food Tour: 16
 - Leonardtown Tour: 22
 - Shopping Shuttle: 24
 - Community Service Projects:
 - Greenwell Foundation: 10
 - Historic Sotterley: 4
 - Kate Farm: 15
 - Lexington Manor Passive Park Community Garden: 5
 - PAX River Naval Air Museum: 13
 - Patuxent Habitat for Humanity: 9
 - Piney Point Lighthouse: 15
 - St. Mary's River Watershed Association: 20

Community Service Impact

A total of **113 students** participated in service projects (91 new students + 22 Orientation Leaders). Students volunteered at **eight (8) sites**, contributing approximately **226 hours of service**. Projects included harvesting produce for local food pantries, cleaning boats and aircraft on display at local museums, and planting oysters in the St. Mary's River. Each project included an educational component, so students could understand the context and impact of their work. [See the InsideSMCM news item here.](#)

Feedback and Planning

Community partner feedback was positive. All partners rated the overall experience a four (4) or five (5) on a 5-point scale and all stated that they would partner with us again. For next year, students will be notified about the program and asked to register earlier and will be provided training on volunteer expectations ahead of time. The goal is to have ALL new students participate next year. This will require partner sites and activities that can accommodate large numbers of students, as well as additional transportation options.

Student Life

The Offices of Residence Life and Student Activities were merged last fall to form the unit, Student Life. This merger provides support and continuity to staff especially due to high staff turnover and workloads. In preparation for the facility master planning process, Student Life conducted a housing inventory. We have traditional (corridor style) halls, townhouses, suites and apartments with a total number of 1423 beds:

Traditional Halls

Queen Anne (QA) 144

Dorchester	150
Prince George (PG)	141
Caroline	145
Townhouses	306
Lewis Quad	201
Waring Commons Apts.	97
Waring Commons Suites	<u>239</u>
Total Beds	1423

Currently we have an 83% residential rate with 85 beds available (*not including 10 beds offline to be used for emergencies*). Student Life has the capacity to max out our bed count to **1556 beds** if we remove ADA singles (*which are doubles used as singles*), add emergency offline rooms, convert lounges into rooms (3-4 beds) and convert single rooms (used for Resident Assistant staff) back to doubles.

Public Safety

The Office of Public Safety developed a new retention program series called *Beyond the Fade*. It is designed specifically to strengthen trust, belonging, and retention—particularly for male students of color—through culturally affirming programming. However, all students are welcome to attend programs and events. This series creates safe spaces where students engage in open dialogue, connect with mentors, and experience Public Safety as a supportive campus resource.

Programming and Engagement

Each session blends practical services with intentional conversations and activities aimed at student success:

- **Free Haircuts:** Professional barbers provide free services in a relaxed environment that encourages connection and conversation.
- **Group Conversations:** Facilitated discussions on relevant topics such as healthy relationships, managing stress, building resilience, and navigating college life.
- **Open Forums with Public Safety:** Informal conversations where students can ask questions, share experiences, and build trust with officers as approachable mentors.
- **Special Topic Talks:** Rotating discussions on themes such as cultural pride, leadership development, mental health awareness, and identity.
- **Sporting Events and Recreation:** Basketball, flag football, and other activities where students and officers build camaraderie outside the classroom.

The *Beyond the Fade* series will directly supports retention and persistence efforts by fostering belonging, affirming identity, providing mentorship and promoting holistic development. The first event took place on September 12, “Meet Us Before You Need Us”. The next event is scheduled for October 1st. Programs and events will be regularly scheduled throughout the academic year to maintain momentum and build sustained impact.

Immigration Enforcement Policy

In July 2025 the State of Maryland sent guidance for facilities that serve the public on implementation of [HB 1222](#). HB 1222 addresses immigration enforcement activity at public schools, public libraries and other “sensitive locations”. HB 1222 also limits the authority of certain State and local officials to grant immigration enforcement agents permission to enter private spaces at sensitive locations without a warrant. On or before October 1, 2025, each public school, public library, and unit of the Executive Branch of State or local government that operates at a sensitive location shall implement a policy with guidance issues by the Attorney General. Brandon Engle and I drafted a policy for SMCN see addendum #1. The draft policy was sent to Faculty Senate, Staff Senate, Student Government Association (SGA) President, and Student Trustee for review and comments.

Rafael Zapata, the new Associate Vice President of Inclusion and Belonging, is planning a restructuring of the IDEAA unit. See addendum #2 which discusses the current structure and proposed changes.

ADDENDUM #1

SMCM Immigration Enforcement Policy

I. Purpose

As a public-serving institution in the State of Maryland, St. Mary's College of Maryland (SMCM), its administrators, faculty, and staff strive to provide essential services to our students and community members, in accordance with all applicable laws and regulations, regardless of their immigration or citizenship status. This policy establishes clear and enforceable guidelines in the event of an on-campus immigration enforcement action taken by federal law enforcement or immigration officials.

II. Definitions

- A. Restricted space(s)** include all areas of a residence hall (including individual rooms, study spaces, bathrooms, resident assistant offices, washrooms, kitchens, and recreational spaces); faculty and staff offices; counseling and health center offices and administrative spaces; restricted-access research labs; meeting rooms or conference areas during use; athletic locker rooms or performance dressing rooms; classrooms, performance spaces, athletics & recreational facilities during use; and all areas of an academic building between the hours of 10:00pm to 6:00am.
- B. Unrestricted space(s)** include uncovered campus grounds; the waterfront; sidewalks and pathways between buildings; parking lots; patios; meeting rooms (except located in library), conference areas, performance halls, athletic and recreational facilities, and classrooms when not in use; hallways and breezeways; common areas of the Campus Center and Library (excluding faculty/staff offices, limited-access locations such as archives, and meeting rooms and/or conference rooms during use); and portions of academic buildings not excluded above between the hours of 6:00am to 10:00pm.
- C. Federal immigration enforcement officer(s)** includes an employee of, or contracted staff operating under the authority of, a federal department, agency, or office who may make an arrest with or without a warrant for immigration-related violations of the United States Code.
- D. Valid warrant(s)** means a judicial warrant signed by a federal judge or magistrate in accordance with the Fourth Amendment of the U.S. Constitution used for criminal investigation or to authorize the search of private property, seize evidence, or arrest a suspect.
- E. Administrative warrant(s)** means a warrant signed by an administrative judge, agency head, or officer used for civil or regulatory enforcement.

- F. Exigent circumstance(s)** means an emergency situation such as imminent risk of death, violence, or harm to a person or property; active pursuit of a dangerous suspect; and/or the imminent risk of destruction of evidence.
- G. Confidential information** means information restricted by the federal Health Insurance Portability and Accountability Act (HIPPA), the Family Educational Rights and Privacy Act (FERPA), the General Provisions Article of the Maryland Code, and student conduct or medical records.

III. Regulations

- A. The Director of Public Safety shall be the primary point of contact for issues related to immigration enforcement at SMCM.
- B. **Restricted spaces** on SMCM campus shall be marked with clear signage.
- C. Access to **restricted spaces** is limited to College administrators, faculty, staff, students, and invited guests of the College for the purpose of teaching, research, public performance or lecture, athletics and/or recreation, and healthcare purposes.
- D. Access to **unrestricted spaces** is permitted for administrators, faculty, staff, students, invited guests of the College, and members of the community.
- E. Access to **unrestricted spaces** is permitted for **federal immigration enforcement officers** for the purpose of civil immigration enforcement actions provided the Director of Public Safety receives notification of said action in accordance with Maryland Chapter Law 718 of 2025.
- F. SMCM does not consent to civil immigration enforcement actions on its premises, barring the presence of a **valid warrant**.
- G. Access to **restricted spaces** for the purpose of civil immigration action by **federal immigration enforcement officers** is *prohibited* except in circumstances where a **valid warrant** is provided to the Director of Public Safety, or where **exigent circumstances** require such access. Access to **restricted spaces** for the purpose of civil immigration action by **federal immigration enforcement officers** may not access **restricted spaces** based on the presence of an **administrative warrant**.
- H. If **federal immigration enforcement officers** appear at SMCM, administrators, faculty, staff, and students shall assume that they are engaged in immigration enforcement. Administrators, faculty, staff, and students shall:
 - 1. Immediately contact the Director of Public Safety and

2. Ask the **federal immigrant enforcement officers** to wait in a lobby or other **unrestricted space**.
- I. If **federal immigration enforcement officers** demand access to **restricted spaces** without waiting for the Director of Public Safety, administrators, faculty, staff, and students shall clearly state that they do not consent to such access but may not attempt to stop or otherwise impede the officer.
- J. If **federal immigration enforcement officers** continue to pursue access to **restricted spaces**, as promptly as possible contact the Office of Public Safety in addition to the Director of Public Safety, who shall make a record of the incident. This record shall include notes about any verbal exchanges, identifying details, actions taken by **federal immigration enforcement officers**, any arrests or other results of those actions, and the identity of any other administrator, faculty, staff, or student witnesses.
- K. In no circumstances should administrators, faculty, staff, or students physically interfere with **federal immigration enforcement officers**, attempt to make them leave an **unrestricted space**, attempt to conceal any person, or attempt to assist any person in evading **federal immigration enforcement officers**. Such actions may be violations of federal law.
- L. The Director of Public Safety shall make and maintain all records of any immigration enforcement activity by **federal immigration enforcement officers** at SMCM.
- M. The Director of Public Safety shall request and record the following information from any **federal immigration enforcement officer** or other federal officials who appear at SMCM:
 1. Name
 2. Badge Number
 3. Agency
 4. Purpose of visit
 5. Proposed action to be taken at SMCM.
- N. If a **federal immigration enforcement officer** requests access to **restricted spaces** on SMCM's campus, the Director of Public Safety may authorize such access if, and only if, the **federal immigration enforcement officer** possesses a **valid warrant**. To confirm the existence of a **valid warrant**, the Director shall:
 1. Obtain a copy of the document for record-keeping purposes,
 2. Confirm that the heading shows the document was issued by a federal judge or magistrate, not an administrative judge or official,
 3. Confirm that the document has been signed by a federal judge or magistrate,
 4. Confirm that the document lists St. Mary's College of Maryland among the places to be searched for a wanted individual or evidence, and

5. Confirm that the document has not expired.
- O. The Director of Public Safety shall ask to consult with the Assistant Attorney General assigned to SMCM regarding the **valid warrant** or the existence of **exigent circumstances**. If a **federal immigration enforcement officer** denies the Director of Public Safety the opportunity to consult counsel, the Director of Public Safety shall state clearly that they do not consent to the agents' entry but may not attempt to block or impede their access.
- P. If a **federal immigration enforcement officer** proceeds into a **restricted space** without exigent circumstances or without possession of a **valid warrant**, the Director of Public Safety shall notify the Assistant Attorney General and clearly indicate that the officers lack permission.
- Q. If an administrator, faculty member, staff, or student at SMCM receives a request for information from a **federal immigration enforcement officer**, they shall immediately refer that request to the Director of Public Safety. The Director of Public Safety shall seek legal counsel from the Assistant Attorney General assigned to SMCM unless State or federal law otherwise requires an immediate response. The Director of Public Safety shall also request and record the information outlined in Section III.M of this Policy, as well as a copy of any documentation supporting the officer's request such as a subpoena or court order as outlined in Section III.N of this policy
- R. If an administrator, faculty member, staff member, or student at SMCM is removed from campus by a **federal immigration enforcement officer**, the Director of Public Safety shall:
1. Confirm the identity of the removed individual and notify the President and Assistant Attorney General assigned to SMCM as quickly as possible,
 2. Ensure that any release of information complies with FERPA, and
 3. Contact any and all emergency contacts listed in the student's official records to provide accurate and timely information about the nature of the incident and location to which the individual was taken (if known).

ADDENDUM #2

Proposed Interim and Permanent Changes to
the Office of Inclusion and Belonging/IDEAA at St. Mary's College of Maryland
Submitted to the Campus Life Committee by Rafael A. Zapata
Associate Vice President of Inclusion and Belonging
September 17, 2025

1. Brief update on Signature Programs within the Office of Equity Programming
2. Supporting vulnerable students with Student Affairs
3. Restructuring within the Office of Inclusion and Belonging/IDEAA

Highlights:

- We currently have three vacancies in the Office of Equity Programming, and one person on leave (Tiffanie Holly).
- **The interim structure, for the Fall '25 and potentially Spring '26 semesters, would include two key changes:**
 - First, bringing in a tenured faculty member to serve as Co-Director of the Office of Equity Programming (along with myself), for 15 hours a week. This individual's focus would be on [*the DeSousa-Brent Scholars Program*](#).
 - This proposal was extensively discussed with, and pre-approved by Dr. Katie Gantz, Provost and Dean of Faculty. A faculty prospect has been identified.
 - Second, we would assign [*Alise Maxie*](#), current Coordinator of Multicultural Programming within the larger IDEAA unit, the additional role of Coordinator for [*the Sum primus Scholars Program*](#).
 - Finally, I would be the unit point person for [*the Landers Scholars Program*](#), the smallest of the three signature programs, with 20 total scholars.
- **The proposed permanent structure features several key elements:**
 - Combine Title IX and the developing Title VI administrative infrastructure into a new office (title TBD) focused on compliance and training, overseen by an Executive Director. Additionally, I suggest adding another position: one additional investigator/training specialist.

- I elevated the leadership positions in both the Office of Equity Programming (subject to name change) and the proposed office focused on compliance and training to Executive Director to attract candidates with higher levels of experience and leadership capacity.
- In the Office of Equity Programming, I suggest converting the Academic Advisor position to an Assistant Director role preliminarily responsible for programming and education across our programs, and to lead/oversee general projects involving the remaining two Program Coordinators.
- Program Coordinators will have generalized duties related to all signature programs. These include student academic and social support, program development and execution, academic and personal advising, etc., and possible sub-specialization in working with neurodiverse students, who comprise approximately 30% of the student population at SMCM.
- The Administrative Associate would work directly for the Associate VP for Inclusion and Belonging, with Coordinators of Equity Programming picking up the slack re: administrative work, with some support from the Administrative Associate.
- I add a Faculty Fellow at 10-15 hours a week for 1–2-year terms, to work with Associate Vice President of Inclusion and Belonging *and* the Executive Director of Equity Programming to support the signature programs, liaise and collaborate with faculty, develop and execute special projects focused on retention and success, and exploring external funding opportunities.
- President Phillips has asked me to consider renaming the division, in the event the federal government eventually mandates such changes. As part of this process, we have reviewed the names (some of them newly branded) of peer and aspirant institutions, as well as Maryland colleges and universities.



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
STUDENT TRUSTEE REPORT
SEPTEMBER 18, 2025**

Within the first several weeks of the Fall 2025 semester, St. Mary's College of Maryland students, faculty, and staff have returned to campus with a refreshed and resilient mindset. The Fall 2025 semester began with a five day-long orientation weekend, including first year and transfer students' participation in "Hawks in the Community," an orientation event that connects St. Mary's students with local organizations and resources. This event demonstrates the college's devotion to strengthening the connection between the campus, often considered a pocket within the local community, and the Southern Maryland region.

Campus Welcome

Additionally, the "Welcome to Campus" event held on September 4 by the President's Office had a high turnout of students as well as faculty and staff, and all three groups had the opportunity to deepen their bonds and understandings of one another. Members of the President's Cabinet as well as general administrative figures were also present during the "Welcome to Campus" event, making it possible for students to put faces to names and have genuine conversations, destigmatizing the perceived divide between administration and the student body. Having such an event made it possible for all groups of shared governance on campus to gather for one common purpose: to celebrate St. Mary's and learn more about the environment overall. The President's presence, in particular, was especially meaningful, as her new tenure just began in July of 2025, meaning many students have not had the opportunity to meet her or members of her transition team.

The President's engagement with members of campus as well as the local community signals a commitment to accessibility and transparency. By making the time to host such events and make the effort to speak to almost every student, staff, and faculty perspective, President Phillips has set a welcoming and warm tone for the 2025-2026 academic year. This high level of engagement additionally reinforces values of community and has bolstered the campus community's spirit.

Commuter Students

While the efforts of St. Mary's College of Maryland to improve communication between faculty, administration, staff, and students on campus have been acknowledged by residential students, there is still a lack of focus on commuter students. As of Fall 2024 statistics from the Office of Institutional Research & Planning, 18% of students are non-residential (approx. 300), meaning they are commuting to attend classes at St. Mary's College of Maryland and are living at off-

campus residences. Despite this, students have reported a disparity in the resources and privileges allocated to commuter students compared to residential students. Many commuters describe a sense of “walking on eggshells” when on campus, suggesting there could be increased support for them. Even in a study room they reserved or at a friend’s house, commuter students still feel as if they are on borrowed time and as if they cannot fully relax on campus.

The Commuter Lounge within the Campus Center is an ideal space, in theory, for commuter students to rest and use as a hub in-between on-campus commitments. The lounge additionally has a microwave and mini fridge for commuters to use, and there are commuter lockers within the Student Activities hallway right near the Commuter Lounge. However, the space is often frequented and filled with residential students who like to use the space for gathering. There is no issue with residential students using the space, however, it does again make the Commuter Lounge feel like a space in which commuters are intruding. The Commuter Lounge is in the Campus Center, which is part of South Campus, but there is no designated commuter-friendly space on North Campus. It would be considerate and inclusive to explore underused or adaptable spaces on North Campus that could serve as a dedicated area for commuter students. Doing so would go a long way towards making commuters feel acknowledged and supported on a highly residential campus. Dean of Students Derek Young has already begun creating a Commuter Advisory Board full of commuter students— this kind of effort to provide commuters with a voice is highly appreciated, and students are excited to become involved in improvements for this campus population. Some matters that will likely be discussed by this Commuter Advisory Board include parking for commuter students and possibly increased access to parking lots and commuter-specific event programming to increase interactions among the commuter community.

Inclusion and Belonging

Additionally, in reference to student belonging, students have expressed concern regarding the DeSousa-Brent (DB) Scholars program and their feeling of unity within the program. Due to high amounts of turnover within the DB office, students have expressed losing a sense of belonging and family during their time within the program. Upperclassmen DB scholars, in particular, have pointed out how the changes within the DB have created “disarray of an aid system for SMCM’s most vulnerable students.” Students have also expressed feeling abandoned by the program as they have not been receiving emails asking for updates on their wellbeing, damaging the sense of belonging that was fundamental to the program. With the new Seahawk Success Network (SSN) in place, hopefully these personal touchpoints of interaction can be restored and connections among DB scholars can be nurtured.

The presence of Associate Vice President for Inclusion & Belonging Rafael Zapata has been pointed out as a turning point for students, as he has made active efforts to interact with all students involved with the Office of Equity Programming. AVP Zapata’s high level of engagement with students and members of the campus community has been noticed, as some students note he is “one of the first people to provide students with a real sense of community and presence...” His work is commendable and should be heavily supported in every sense. One way of supporting him and his office’s work would be to conduct a search to fill the open positions within the Office of Equity Programming, as there are several. With these positions filled, it is the student opinion that AVP Zapata could truly bring back the family-like atmosphere and high level of support that DeSousa-Brent Scholars are hoping for.

Prince George Hall Renovations

There have been positive reviews of the renovations conducted on Prince George Hall (PG), and students are grateful for the many renovations in the space. Like any project, there have been some issues regarding construction and amenities, specifically relating to plumbing. However, these concerns were quickly addressed by the Physical Plant, and their efforts are appreciated. Overall, many students are grateful for the new space and are looking forward to more renovations in the future. While students are excited by PG's renovations, there are overall systemic issues related to upperclassmen housing, and possible renovations or beautification of upperclassman housing should be considered.

Campus.Life.Summer.Report.09.14.25.1

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

ACTION ITEM II.B.

IMMIGRATION ENFORCEMENT POLICY

RECOMMENDATION

The Campus Life Committee recommends that the Board of Trustees approve the Immigration Enforcement Policy.

RATIONALE

As a public-serving institution in the State of Maryland, St. Mary’s College of Maryland (SMCM), its administrators, faculty, and staff strive to provide essential services to our students and community members, in accordance with all applicable laws and regulations, regardless of their immigration or citizenship status. This policy establishes clear and enforceable guidelines in the event of an on-campus immigration enforcement action taken by federal law enforcement or immigration officials.

SMCM Immigration Enforcement Policy

I. Purpose

As a public-serving institution in the State of Maryland, St. Mary's College of Maryland (SMCM), its administrators, faculty, and staff strive to provide essential services to our students and community members, in accordance with all applicable laws and regulations, regardless of their immigration or citizenship status. This policy establishes clear and enforceable guidelines in the event of an on-campus immigration enforcement action taken by federal law enforcement or immigration officials.

II. Definitions

- A. **Restricted space(s)** include all areas of a residence hall (including individual rooms, study spaces, bathrooms, resident assistant offices, washrooms, kitchens, and recreational spaces); faculty and staff offices; counseling and health center offices and administrative spaces; restricted-access research labs; meeting rooms or conference areas during use; athletic locker rooms or performance dressing rooms; classrooms, performance spaces, athletics & recreational facilities during use; and all areas of an academic building between the hours of 10:00pm to 6:00am.
- B. **Unrestricted space(s)** include uncovered campus grounds; the waterfront; sidewalks and pathways between buildings; parking lots; patios; meeting rooms (except located in library), conference areas, performance halls, athletic and recreational facilities, and classrooms when not in use; hallways and breezeways; common areas of the Campus Center and Library (excluding faculty/staff offices, limited-access locations such as archives, and meeting rooms and/or conference rooms during use); and portions of academic buildings not excluded above between the hours of 6:00am to 10:00pm.
- C. **Federal immigration enforcement officer(s)** includes an employee of, or contracted staff operating under the authority of, a federal department, agency, or office with valid identification who may make an arrest with or without a warrant for immigration-related violations of the United States Code.
- D. **Valid warrant(s)** means a judicial warrant signed by a federal judge or magistrate in accordance with the Fourth Amendment of the U.S. Constitution used for

criminal investigation or to authorize the search of private property, seize evidence, or arrest a suspect.

- E. Administrative warrant(s)** means a warrant signed by an administrative judge, agency head, or officer used for civil or regulatory enforcement.
- F. Exigent circumstance(s)** means an emergency situation such as imminent risk of death, violence, or harm to a person or property; active pursuit of a dangerous suspect; and/or the imminent risk of destruction of evidence.
- G. Confidential information** means information restricted by the federal Health Insurance Portability and Accountability Act (HIPPA), the Family Educational Rights and Privacy Act (FERPA), the General Provisions Article of the Maryland Code, and student conduct or medical records.

III. Regulations

- A. The Director of Public Safety shall be the primary point of contact for issues related to immigration enforcement at SMCM.
- B. **Restricted spaces** on SMCM campus shall be marked with clear signage.
- C. Access to **restricted spaces** is limited to College administrators, faculty, staff, students, and invited guests of the College for the purpose of teaching, research, public performance or lecture, athletics and/or recreation, and healthcare purposes.
- D. Access to **unrestricted spaces** is permitted for administrators, faculty, staff, students, invited guests of the College, and members of the community.
- E. Access to **unrestricted spaces** is permitted for **federal immigration enforcement officers** for the purpose of civil immigration enforcement actions provided the Director of Public Safety receives notification of said action in accordance with Maryland Chapter Law 718 of 2025.
- F. SMCM does not consent to civil immigration enforcement actions on its premises, barring the presence of a **valid warrant**.
- G. Access to **restricted spaces** for the purpose of civil immigration action by **federal immigration enforcement officers** is prohibited except in circumstances where a

valid warrant is provided to the Director of Public Safety, or where **exigent circumstances** require such access.

- H. If **federal immigration enforcement officers** appear at SMCM, administrators, faculty, staff, and students shall assume that they are engaged in immigration enforcement. Administrators, faculty, staff, and students shall:
 - 1. Immediately contact the Director of Public Safety and
 - 2. Ask the **federal immigrant enforcement officers** to wait in a lobby or other **unrestricted space**.
- I. If **federal immigration enforcement officers** demand access to **restricted spaces** without waiting for the Director of Public Safety, administrators, faculty, staff, and students shall clearly state that they **do not consent** to such access but may not attempt to stop or otherwise impede the officer.
- J. If **federal immigration enforcement officers** continue to pursue access to **restricted spaces**, as promptly as possible contact the Office of Public Safety in addition to the Director of Public Safety, who shall make a record of the incident. This record shall include notes about any verbal exchanges, identifying details, actions taken by **federal immigration enforcement officers**, any arrests or other results of those actions, and the identity of any other administrator, faculty, staff, or student witnesses.
- K. In no circumstances should administrators, faculty, staff, or students physically interfere with **federal immigration enforcement officers**, attempt to make them leave an **unrestricted space**, attempt to conceal any person, or attempt to assist any person in evading **federal immigration enforcement officers**. Such actions may be violations of federal law.
- L. The Director of Public Safety shall make and maintain all records of any immigration enforcement activity by **federal immigration enforcement officers** at SMCM.
- M. The Director of Public Safety shall request and record the following information from any **federal immigration enforcement officer** or other federal officials who appear at SMCM:
 - 1. Name
 - 2. Badge Number
 - 3. Agency
 - 4. Purpose of visit

5. Proposed action to be taken at SMCM.
- N. If a **federal immigration enforcement officer** requests access to **restricted spaces** on SMCM's campus, the Director of Public Safety may authorize such access if, and only if, the **federal immigration enforcement officer** possesses a **valid warrant**. To confirm the existence of a **valid warrant**, the Director shall:
1. Obtain a copy of the document for record-keeping purposes,
 2. Confirm that the heading shows the document was issued by a federal judge or magistrate, not an administrative judge or official,
 3. Confirm that the document has been signed by a federal judge or magistrate,
 4. Confirm that the document lists St. Mary's College of Maryland among the places to be searched for a wanted individual or evidence, and
 5. Confirm that the document has not expired.
- O. The Director of Public Safety shall ask to consult with the Assistant Attorney General assigned to SMCM regarding the **valid warrant** or the existence of **exigent circumstances**. If a **federal immigration enforcement officer** denies the Director of Public Safety the opportunity to consult counsel, the Director of Public Safety shall state clearly that they **do not consent** to the agents' entry but may not attempt to block or impede their access.
- P. If a **federal immigration enforcement officer** proceeds into a **restricted space** without exigent circumstances or in possession of a **valid warrant**, the Director of Public Safety shall notify the Assistant Attorney General and clearly indicate that the officers lack permission.
- Q. If an administrator, faculty member, staff, or student at SMCM receives a request for information from a **federal immigration enforcement officer**, they shall immediately refer that request to the Director of Public Safety. The Director of Public Safety shall seek legal counsel from the Assistant Attorney General assigned to SMCM unless State or federal law otherwise requires an immediate response. The Director of Public Safety shall also request and record the information outlined in Section III.M of this Policy, as well as a copy of any documentation supporting the officer's request such as a subpoena or court order as outlined in Section III.N of this policy
- R. If an administrator, faculty member, staff member, or student at SMCM is removed from campus by a **federal immigration enforcement officer**, the Director of Public Safety shall:

1. Confirm the identity of the removed individual and notify the President and Assistant Attorney General assigned to SMCM as quickly as possible,
2. Ensure that any release of information complies with FERPA, and
3. Contact any and all emergency contacts listed in the student's official records to provide accurate and timely information about the nature of the incident and location to which the individual was taken (if known).

DRAFT



**BOARD OF TRUSTEES
INSTITUTIONAL ADVANCEMENT COMMITTEE
OCTOBER 2, 2025**

AGENDA

I. CALL TO ORDER

- A. Welcome & Opening Remarks – Trustee Judy Fillius, Committee Chair
- B. Approval of Agenda
- C. Introduction of the Institutional Advancement Committee:
 - i. Judy Fillius, Chair
 - ii. Susan Bass
 - iii. Donny Bryan
 - iv. Kate Fritz
 - v. Elizabeth Graves
 - vi. Kristen Greenaway
 - vii. Jesse Price
 - viii. Melanie Rosalez
 - ix. John Bell, *ex officio*
 - x. Dr. Rhonda Phillips, SMCM President, *ex officio*
 - xi. Amanda VerMeulen, Faculty Liaison
 - xii. Gretchen Phillips, Staff Liaison

II. REVIEW OF MINUTES

- A. Review of minutes from the Institutional Advancement Committee meeting on April 16, 2025

**III. DIVISION OF INSTITUTIONAL ADVANCEMENT REPORT –
STEPHEN L. McDANIEL, CFRE**

- A. Final *Taking the LEAD* Campaign Dashboard – June 30, 2025
- B. President Phillip's 100 Days Listening Tour
- C. Annual Fund Campaign: \$2.5 - \$3M Goal

IV. COMMUNICATIONS, MARKETING, & ALUMNI RELATIONS

- A. Alumni Engagement - Alumni Association President Kate Fritz
- B. Communication Plan to Support Philanthropy – Stephen L. McDaniel, CFRE
- C. Upcoming Events:
 - i. Hawktoberfest – October 17-18, 2025
 - ii. Giving Tuesday – Tuesday, December 2, 2025
 - iii. Alumni Weekend – June 11-14, 2026

V. FOUNDATION & BOARD DEVELOPMENT

- A. SMCM Foundation Update – Financial Snapshot



- B. Trustee Participation in Advancement Activities
- C. Role of Committee Members in Cultivating and Stewarding Donors

VI. STRATEGIC DISCUSSION

- A. Preparing for FY26 Advancement Priorities

VII. ACTION ITEMS & NEXT STEPS

- A. Summary of Decisions Taken
- B. Assignments and Follow-Up

VIII. ADJOURNMENT



**BOARD OF TRUSTEES
INSTITUTIONAL ADVANCEMENT COMMITTEE
OCTOBER 2, 2025**

**Institutional Advancement Committee Briefing
*Stephen L. McDaniel, CFRE – Interim VP Institutional Advancement – October 2025***

Charge

Institutional Advancement (IA) ensures a strong future for St. Mary's College of Maryland in an intensely competitive environment by advancing the College's brand and reputation as The National Public Honors College, inspiring philanthropy, and strengthening alumni and community engagement. Examples of this engagement include alumni reunions, regional alumni chapters, mentoring programs, career networking initiatives, community partnerships, cultural events, and volunteer service opportunities.

I. Campaign & Advancement Overview - How High Did We Fly? (as of July 1, 2025)

- LEAD Campaign Overview: Raised \$23,308,864 million
- Priorities funded:
 - Honors College Promise – scholarships, access, affordability
 - St. Mary's Fund – unrestricted annual operating support
 - Unrestricted Endowment – long-term sustainability
 - Other – targeted programs (faculty excellence, campus enhancements)

II. Status of Campaign Funding

- Total raised \$23.3M
- Cash received \$17M
- Pledges outstanding \$1.3M
- Planned gifts to be realized \$5M

III. Integrated Marketing Highlights

- Campaigns supporting enrollment growth
- Brand positioning: "The National Public Honors College"
- Digital engagement reach (social, email, web traffic)

IV. Residence Hall Modernization

- Status: Solicitation in progress
- Cultivation: Engaging major donors & corporate partners
- Critical Needs: Student demand, competitive housing, modernized facilities



V. Institutional Advancement Priorities (2026)

- Inputs from President Phillips, Stephen McDaniel, and Staff:
 - Maintain Momentum – Continue campaign visibility post-close
 - Deepen Donor Stewardship – Personal touches, recognition programs
 - Enhance Annual Fund Initiative – Expand participation + major gifts
 - Expand Donor Pipeline – Identify, cultivate, and solicit new prospects
 - Align Advancement with Institutional Priorities – Enrollment, student success, cultural leadership

VI. Fundraising Opportunities

- Corporate partnerships
- Alumni leadership giving circles
- Foundation & grant expansion

VII. Strategic Positioning

- College of Choice: Leveraging affordability + public honors identity
- Out-of-State Recruitment: Expand alumni network & marketing reach
- Regional Cultural Hub: Amplify arts, lectures, performances to broaden appeal

Next Steps

- Clarify campaign categories (Promise vs Fund vs Endowment vs Other)
- Finalize 2025 campaign totals & impact statement
- Align FY26 IA priorities with Board & Presidential agenda

**BOARD OF TRUSTEES
INSTITUTIONAL ADVANCEMENT COMMITTEE
OCTOBER 2, 2025
SMCM Alumni Association Report**

Date of Meeting: October 2, 2025

Reporter: Kate Fritz '04, SMCM Alumni Association president

The Alumni Council met for our annual retreat in mid-August, where we met with the new Director of Admission, Rob Maddox, to discuss ways to include alumni more in College's recruitment efforts, toured the newly-renovated Prince George Hall, and most importantly, laid out the priorities for our work for the year ahead. These include:

- Engaging All Alumni Council Members (on committees, as volunteers, at regional and campus events)
- Modernizing the Alumni Council's Engagement Initiatives (Regional Alumni Chapters, Mentor-a-Seahawk, Refer-a-Seahawk)
- Enhancing Alumni Association Engagement Programs (Alumni Weekend, Giving Tuesday, Bay to Bay Service Days, Spring Break-a-Sweat)

Current Areas of Focus:

- **Regional Alumni Chapters** - The new VP of Chapter Activities, Ken Benjes, is reinstating the quarterly chapter president meetings and working with the Alumni Relations team to identify good leaders to fill the vacant regional chapter positions, update the handbook, and make sure every chapter has a service project planned for this year's Bay to Bay Service Days in April. Over the summer, we recruited and onboarded the Boston Regional Chapter President and are currently onboarding the new Washington, D.C. Metro Chapter president, filling another key vacancy.
- **Alumni Scholarships** - In collaboration with the Alumni Relations team, we're exploring other ways we might be able to spend the money we've raised for the Alumni Legacy Scholarship Fund to better attract and recognize more legacy students than just the two that receive the scholarship each year. This involves researching other institutions' alumni scholarship programs, reviewing MOUs, and developing special programming for legacy families at events like New Student Move-In Day and Hawktoberfest.
- **Alumni Awards** - This year's focus is on increasing the nomination pipeline and identifying ways to celebrate our awardees throughout Alumni Weekend, not just during the Awards Ceremony. We also want to create a more public presence online to spotlight and celebrate these talented alumni and community members.

Alumni Engagement Event Updates:

- **100 Days Listening Tour (July 1 - Oct 9)** - The Alumni Relations team has been part of the planning group for President Phillips' Listening Tour and has helped organize both small dinners and larger gatherings in Baltimore, Frederick, Southern Maryland, and other areas. These events have been well received, with alumni eager to meet and support our new president.
- **Hawktoberfest (October 17-18)** - As of September 25, the College's combined homecoming and parents weekend has nearly 1,200 alumni, students, employees, and family members registered to attend. Trustees are encouraged to join, and all details are available through the Alumni Relations team.
- **Giving Tuesday (December 2)** - Planning is underway, and we expect 100% participation from the Alumni Council in this year's Alumni Council Challenge, which fuels our Champions to engage the broader network. Last year, nearly 4,000 donors contributed more than \$415,000 in 32 hours, in addition to Bill Seale's \$400,000 gift. The Alumni Relations team has convened the planning committee and is focused on how we can continue to raise the bar this year. Trustees' participation and advocacy, as always, will be key to our success.



**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
TECHNOLOGY, BUILDINGS, AND GROUNDS COMMITTEE
MEETING OF SEPTEMBER 24, 2025**

**OPEN SESSION
AGENDA**

- I. DISCUSSION ITEMS**
 - A. FY27 – FY31 State Capital Budget Request
 - B. Office of Information Technology Report
 - C. Campus Master Plan

- II. ACTION ITEMS**
 - None

- III. INFORMATION ITEMS**
 - A. Marine Science Program – Status of Vessel Construction
 - B. College Managed Capital Projects
 - C. Residence Hall Modernization
 - D. Mattapany Road Improvements
 - E. Historic St. Mary's City Commission Report
 - F. Meeting Minutes - April 22, 2025

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

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
TECHNOLOGY, BUILDINGS, AND GROUNDS COMMITTEE
SEPTEMBER 24, 2025
INFORMATION ITEMS III.E.
HISTORIC ST. MARY'S CITY COMMISSION REPORT**



HISTORIC ST. MARY'S CITY COMMISSION
Update for SMCM Board of Trustees
October 10–11, 2025

State of the Organization:

- Historic St. Mary's City (HSMC) is currently undergoing a national search for a new CEO/Executive Director following the departure of Dr. John Seidel in August. Dr. Seidel was a strong, visionary leader but was forced to depart to care for an ailing family member. The application period for candidates interested in becoming HSMC's next CEO/ED closed on September 30. The Commission looks forward to beginning the evaluation and interview process promptly. Dr. Travis Parno is filling in as Acting Executive Director while the search progresses.
- In September, HSMC hosted the United States premiere of *Liberty of Conscience: The Founding of Maryland*, a 90-minute documentary about Maryland history written and directed by award-winning documentarian Drew Perkins. The film featured footage of historic sites in England, Newfoundland, and Maryland, connecting the story of the early colony across the Atlantic and establishing Maryland's colonial history as significant within the history of our nation. The film will debut on Maryland Public Television on November 15, with additional airings on PBS and BBC currently being pursued.

Capital Project Update:

Projects Currently Underway:

- **Maryland Heritage Interpretive Center:** New visitor center featuring long-term exhibit gallery documenting more than 10,000 years of human history in southern Maryland. Construction is nearing its conclusion: building turnover is scheduled for December 2025. Exhibits are also nearing completion and will be installed following building turnover. Estimated to be opened to the public in Q2 of 2026.
- **Leonard Calvert House Exhibit:** Archaeological excavations have been in progress for the last two years at the home of Maryland's first governor, Leonard Calvert. The site also served as Maryland's first statehouse beginning in the early 1660s. An additional two years of archaeological work are planned, with analysis and design to follow in preparation for a full-scale reconstruction of the house on its original location at the center of the 17th-century colonial capital.
- **Education Center and Artisan Center:** With the construction of the new Maryland Heritage Interpretive Center, HSMC's current Visitor Center on Rosecroft Road will be converted into an

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Wes Moore, Governor

Timothy L. Heely, Chairman

Travis G. Parno, Ph.D., Acting Executive Director

education complex to facilitate a variety of hands-on learning activities for families and children. Design funds are scheduled for FY25 with construction scheduled to begin in FY27.

Site Improvements (Projects managed by Department of General Services [DGS]):

- **Public Restrooms at Farthings Ordinary:** Redesign and refresh of public restrooms near the future home of Angelika's Kitchen (see below). The project was previously stalled, but contract currently due for Board of Public Works (BPW) approval on November 5.
- **Public Restrooms at Reconstructed State House:** Currently on hold due to lack of funding required for completion.
- **Campus Improvements (seven projects):** Seven projects spread across the landscape, including (1) Way-finding and interpretive signage; (2) monument sign at museum entrance; (3) replacement footbridge to current Visitor Center; (4) period split-rail and pailing fencing; (5) resurfacing access road to St. Mary's Fort site; (6) parking area resurfacing at Administration Building; and (7) new siding and roofs on current Visitor Center outbuildings. All projects currently being priced before contract finalization.
- **Mold Remediation Projects (scheduled for completion by May 2026):**
 - Hammett House: Mold damage is more extensive and severe than originally estimated. Next steps are under re-evaluation.
 - Inn at Brome Howard: Mold remediation and renovation 75% complete; anticipated completion November 15, 2025.
 - Administration Building: Mold remediation and renovation to commence January 2026. All administrative personnel will be temporarily housed at the Inn at Brome Howard during renovations.
 - PR Building: Foundation restructuring and mold renovation underway, with an estimated completion of February 2026.

Out-year Projects in Capital Improvement Plan:

- **Collections Storage and Maintenance Facility:** Located near the current maintenance facility on Mattapany Road, this new two-story structure will be designed to provide additional climate-controlled archival storage space for archaeological artifacts, as well as offices and workspaces for maintenance staff. Design funds are scheduled for FY28.
- **Chapel Interpretive Exhibit:** This exhibit will entail the reconstruction of 17th-century brick building located near the site of reconstructed brick chapel. It will tell the story of religious toleration and religious conflict in 17th- and 18th-century Maryland. Design funds are scheduled for FY28.

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Research and Outreach Update:

A Ceremony of Return:

In September of 2025, following more than thirty years of study, the remains of nearly 60 colonial Europeans were reinterred in a burial vault underneath the Brick Chapel Exhibit in a formal ceremony. The day included a procession of a horse-drawn hearse, an honor guard, descendant society members, and more than 300 members of the public. The reinterment ceremony was presided over by His Excellency Archbishop William E. Lori of the Baltimore Archdiocese. Remarks were delivered by Dr. Travis Parno (HSMC Acting Executive Director), Dr. Henry Miller (HSMC Senior Research Fellow), and Dr. Douglas Owsley (Smithsonian Institution National Museum of Natural History).

The ancestors reinterred represent a cross-section of Maryland's 17th-century colonial population. Recent genetic research into their ancestry has identified two men of Irish descent and one young boy of African descent. In addition, the genetic work has determined familial links spanning generations between some of the ancestors buried in and around the chapel. The Ceremony of Return was a monumental day in the museum's history, marking the culmination of an unprecedented research, education, and outreach project that has taught us much about life in early Maryland.

St. Mary's Fort Excavations:

Excavations continue at the site of the ca. 1634 St. Mary's Fort, the founding site of the Maryland colony. Thanks to a grant provided by the Maryland Heritage Areas Authority, with matching funds from the Historic St. Mary's City Foundation, HSMC recently reconstructed the Fort's west bastion and a portion of the adjoining palisade walls. The reconstructed Fort walls are a visible marker of the structure's position on the landscape and are the first step towards HSMC's long-term plan of rebuilding portions of the Fort to provide interpretive opportunities for visitor engagement.

HSMC hosted a successful session of its annual Field School in Historical Archaeology (accredited through SMCM as ANTH410/HIST310) this summer that included 17 students from 9 colleges and universities around the country. Eight students remained on campus at the conclusion of the program for a four-week paid internship, coordinated in part through the Center for Career and Professional Development. Students worked alongside HSMC staff to investigate portions of the Fort site, including the northwest palisade wall and the west bastion.

Farthing's Ordinary and Kitchen Update

Following the closure of Enzo's Kitchen in August of 2023, HSMC has been working to identify the best possible vendor to serve the needs of museum visitors and the broader community. The museum has

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also labored to improve the spaces Enzo's formerly occupied. We are pleased with the fruits of these efforts and are happy to announce the upcoming opening of Angelika's Kitchen later this fall. Angelika's Kitchen will feature a microbrewery, Jubilee Farm, specializing in "small beers" (i.e., low ABV offerings based on historical recipes) operating out of the lower level of Farthing's Ordinary, serving hand-crafted beer alongside artisanal cuisine.

Angelika's Kitchen will operate out of the Farthing's Kitchen building, with service in the adjacent Farthing's Ordinary, which previously served as HSMC's Museum Shop. The Museum Shop has been moved to our current Visitor Center and renovations to the interior of both Farthing's buildings are nearly complete. We anticipate that the modifications will be finished by November 1, 2025. Angelika's Kitchen will occupy the space by November 15, 2025.

Notable Upcoming Events

3 October: Blessing of the Fleet—Celebration of St. Mary's County's ties to the Chesapeake Bay and its watermen, hosted at St. Clement's Island. Family entertainment, food/art/craft vendors, concert, and fireworks. Estimated 5,000–7,000 attendees.

17 October: Vampire Manor—21+ immersive evening of elegance, eeriness, and unearthly entertainment! After a successful inaugural event last October, HSMC looks forward to hosting another spooky gathering filled with themed food and drink, entertainment, and fun. Estimated 100–200 attendees.

21 October: Lost City—Free, family-friendly trick-or-treating event that takes visitors through the historic area and onto *Maryland Dove*. Estimated 800–1,000 attendees.

28–29 November: Hearth and Home—Seasonal celebration with demonstrations of 17th-century cooking methods throughout the museum grounds. Estimated 500 attendees.

Fall 2025: Public *Maryland Dove* Sails—Step aboard *Maryland Dove*, HSMC's replica 17th-century sailing ship and floating ambassador, and sail the St. Mary's River the way the first colonists did in the 1600s. The first year of sails have been highly successful and consistently popular. See HSMC's website (hsmcdigshistory.org) for more information about reserving a place on a public sail.

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**BOARD OF TRUSTEES
FINANCE, INVESTMENT, AND AUDIT COMMITTEE
October 9, 2025**

OPEN SESSION AGENDA

I. MOTION AND VOTE TO CLOSE THE MEETING

Vote to close the meeting in compliance with Title 10, Subtitle 3 of the General Provisions Article, the Open Meetings Act, for the purpose set forth in the closing statement: cash reconciliation update, to review FY25 & FY26 budget discussion, review the summary of bond proceeds, to provide updates on the Campus Store RFP, the AFSCME Memorandum of Understanding, personnel changes and to review Supplemental Retirement Plan changes.

II. CALL TO ORDER AFTER CLOSED SESSION

III. DISCUSSION ITEMS

- A. Status of the FY25 Operating Budget Closing
- B. Annual Financial Statement Audit Update

IV. ACTION ITEMS

- A. Revision of the FY26 Current Fund Operating Budget
- B. Reconciliation of the FY25 Plant fund Budget
- C. Supplemental Retirement Plan Changes
- D. Approval of the 2025 Performance Accountability Report

V. INFORMATION ITEMS

- A. Reportable Procurement Items
- B. Joint Investment Activities
- C. Dashboards
- D. Minutes (Meetings of May 6, 2025, May 8, 2025, and June 5, 2025)

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

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
FINANCE, INVESTMENT, AND AUDIT COMMITTEE
OCTOBER 9, 2025
ACTION ITEM IV.A.
REVISION OF FY26 CURRENT FUND (OPERATING) BUDGET**

RECOMMENDED ACTION

The Finance, Investment, and Audit Committee recommends approval by the Board of Trustees, St. Mary's College of Maryland, of revisions to the current fund operating budget for fiscal year 2026, as attached.

RATIONALE

Maryland law entrusts the development and approval of the operating budget for the College to the Board of Trustees. Authorization of the attached FY26 current fund operating budget will allow the College to continue its mission of providing high-quality, public, post-secondary education.

The revised operating budget reflects updates based on the most recent enrollment projections provided by Institutional Research, the State budget amendment for the FY26 Cost-of-Living Adjustment (COLA), and merit salary adjustments for the Collective Bargaining Unit, as well as an increase in income from cash held at the State Treasury.

Operating expense changes include increases across multiple categories, higher wages and benefits to account for the FY26 State salary adjustments, reinstatement of the staff reclassification process, and the rollover of FY25 academic requests into the FY26 operating budget.

Despite these adjustments, St. Mary's College of Maryland continues to project a \$109K operating surplus for FY26.

ST. MARY'S COLLEGE OF MARYLAND				
SMCM FY26 Revisions to Operating Budget				
	Board Approved FY26 Operating Budget	Proposed Revisions to FY26 Operating Budget	Proposed FY26 Operating Budget	
	3.0% T, 3.0%F, 3.0% Room, 3.0% board	3.0% T, 3.0%F, 3.0% Room, 3.0% board	Variance from Approved FY26 Budget	
Undergraduate*	1561 (405 F); (70 Transfers)	1549 (404 F); Transfers	(75)	(12)
In-State Full-Time Student Head Count	1401	1398		(3)
DC Resident Full-Time Student Head Count	21	17		(4)
Out-of-State Full-Time Student Head Count	139	134		(5)
Part-Time Student Count (Per Credit Hour)	2027	2027		0
Graduate				
MAT Program Student Head Count	17	24		7
St. Mary's College Revenues				
Tuition Revenue				
Undergraduate				
In-State Full-Time Student Tuition	17,484,480	17,447,040		(37,440)
DC Resident Full-Time Student Tuition	478,380	382,160		(96,220)
Out-of-State Full-Time Student Tuition	4,036,282	3,891,092		(145,190)
Part-Time Student Tuition (Per Credit Hour)	790,530	790,530		-
Non-Degree Seeking Tuition Revenue	12,600	12,600		-
Graduate				
MAT Program Tuition	289,442	408,624		119,182
Subtotal Tuition Revenue	23,091,714	22,932,046		(159,668)
Tuition Waivers Received from Other Institutions	225,000	225,000		-
Total Tuition Revenue	23,316,714	23,157,046		(159,668)

	Board Approved FY26 Operating Budget	Proposed Revisions to FY26 Operating Budget	Proposed FY26 Operating Budget
Fees			-
Mandatory Fees Undergraduate & Graduate	5,102,598	5,086,862	(15,736)
Mandatory Fees Part-Time Students	101,857	101,857	-
Other Fees (Course, Graduation, Parking, Athletics, etc.)	659,720	659,720	-
Reduction for Mandatory Fees Transferred to Student Government Association (SGA)	(421,470)	(418,230)	3,240
Reduction for Mandatory Fees Transferred to Plant Facility Fund	(1,600,025)	(1,587,725)	12,300
Sub-Total Fees Revenue	3,842,680	3,842,484	(196)
State Appropriations			-
General Fund	39,134,897	39,134,897	-
FY2026 COLA & Collective Bargaining Unit Merit Salary Adjustment	-	1,203,443	1,203,443
HEIF	2,549,840	2,549,840	-
Sub-Total State Appropriation Revenue	41,684,737	42,888,180	1,203,443
Auxiliary Enterprises			-
Residence Halls	12,782,774	12,737,304	(45,470)
Dining Services	7,874,903	7,840,296	(34,607)
Bookstore Operations	1,093,000	1,093,000	-
Other Auxiliary Revenue (One Card General Revenue, Study Aboard Study Tours)	45,000	45,000	-
Sub-Total Auxiliary Revenue	21,795,677	21,715,600	(80,077)
Other Revenue Sources			
Sales & Services - Educational	400,000	400,000	-
Quasi-Endowment (4% Spending Allocation of Cash Equities)	163,545	163,545	-
Interest Income from Cash at State	850,000	1,000,000	150,000
Treasurer Note Interest Return from Bond	223,999	223,999	-
Foundation Unrestricted Support	75,000	75,000	-

	Board Approved FY26 Operating Budget	Proposed Revisions to FY26 Operating Budget	Proposed FY26 Operating Budget
Other (Career Center, Registration fees, Faculty Housing Revenue, Miscellaneous.)	250,000	250,000	-
HSMC - MOU Revenue	1	1	-
<i>Sub-Total Other Revenue Sources</i>	<i>1,962,545</i>	<i>2,112,545</i>	<i>150,000</i>
<i>Total Operating Revenues</i>	<i>92,602,352</i>	<i>93,715,855</i>	<i>1,113,502</i>
St. Mary's College Expenses			
Operating Expenses			
Contractual Payroll (includes student payroll)	4,147,745	4,178,745	(31,000)
Travel	1,419,304	1,419,304	-
Utilities and Fuel	4,009,600	4,009,600	-
Contractual Services	7,854,102	8,504,102	(650,000)
Supplies	1,925,905	1,925,905	-
Equipment	1,346,601	1,346,601	-
All Other Operating Expenses	2,084,065	2,084,065	-
<i>Sub-Total Operating Expenses</i>	<i>22,787,322</i>	<i>23,468,322</i>	<i>(681,000)</i>

	Board Approved FY26 Operating Budget	Proposed Revisions to FY26 Operating Budget	Proposed FY26 Operating Budget
Auxiliary Expenses			-
Dining Services (Bon Appetit costs)	5,085,000	5,085,000	-
Bookstore Operations	1,322,534	1,322,534	-
Sub-Total Auxiliary Expenses	6,407,534	6,407,534	-
Other Expenses			-
Institutional Expense	600,000	600,000	-
Debt Services	3,153,579	3,153,579	-
Sub-Total Other Expenses	3,753,579	3,753,579	-
Scholarship/Waiver Expenses			-
Tuition Waivers	785,658	785,658	-
Total Scholarships	8,531,601	8,531,601	-
Sub-Total Scholarship/Waiver Expenses	9,317,259	9,317,259	-
Sub-Total SMCN Expenses (Non-FT Personnel)	42,265,694	42,946,694	(681,000)
St. Mary's College FT Personnel Expenses			-
Personnel - Wages	34,941,587	35,522,889	(581,302)
Personnel - Benefits, Wage Changes, Savings, Miscellaneous Items, etc.)	14,099,258	14,228,648	(129,390)
Sub-Total FT Personnel Expenses	49,040,844	49,751,536	(710,692)
Total Expenses	91,306,538	92,698,230	(1,391,692)
Additional Expenses Beyond Normal Operating Budget			-
FY26 Security Cameras Annual Lease	234,266	234,266	-
FY26 ERP Post Integration Requirements	650,000	650,000	-

	Board Approved FY26 Operating Budget	Proposed Revisions to FY26 Operating Budget	Proposed FY26 Operating Budget
FY25/26 Modernization of Residence Halls	125,000	125,000	-
FY25/26 Cybersecurity Initiatives	250,000	250,000	-
FY26 OIT Server Replacement (Phase 1)	150,000	150,000	-
FY26 PG Hall Modernization Project (Bond)	1,250,000	1,250,000	-
FY26 OIT Infrastructure Enhancements for Library (Bond)	325,000	325,000	-
FY26 Marine Science Research Vessel (Bond)	513,000	513,000	-
FY26 Strategic Initiatives to the Bond - One Time Expenses	672,260	672,260	-
FY26 Strategic Plan "The Rising Tide" Initiatives to the Bond	1,027,500	1,027,500	-
FY26 Strategic Plan "The Rising Tide" Initiatives to Operating Expenses	248,000	248,000	-
FY25 Approved Rollover into FY26 Operating Budget	-	110,358	(110,358)
Sub-Total Additional Expenses Beyond Normal Operating Budget	5,445,026	5,555,384	(110,358)
Additional Revenues Beyond Normal Operating Budget			
Strategic Initiatives to the Bond	3,618,870	3,618,870	-
Bond Funds for Strategic Plan Initiatives FY26	1,027,500	1,027,500	-
Carry-forward of FY24 Surplus to Offset FY24 Unencumbered Expenses (TBD for FY26)	-	-	-
Carry-forward of FY24 Surplus to Increase FY25 Modernization of Residence Halls	-	-	-
Sub-Total Additional Revenues Beyond Normal Operating Budget	4,646,370	4,646,370	-
Grand Total of Revenue (Total Operating Revenue + Additional Revenue)	97,248,722	98,362,225	1,113,502
Grand Total of Expenses (Total Operating Expenses + Additional Expenses)	96,751,564	98,253,613	(1,502,050)
Surplus/(Deficit)	497,158	108,611	(388,547)

**ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
FINANCE, INVESTMENT, AND AUDIT COMMITTEE
OCTOBER 9, 2025
ACTION ITEM IV.B.
RECONCILIATION OF THE FY25 PLANT FUND BUDGET**

RECOMMENDED ACTION

The Finance, Investment, and Audit Committee recommends approval by the Board of Trustees, St. Mary's College of Maryland, of the following reconciliation to the plant fund budget for FY25, as provided.

RATIONALE

The attached schedules are provided for informational purposes and reflect the final approved FY25 plant budget, along with the addition of new projects for FY26 that were approved by the Board of Trustees in February 2025.

Eight major projects with a value exceeding \$200,000 remain active, with a FY26 balance of \$3.82 million. As required, all projects over \$200,000 have received explicit approval from the Board of Trustees. FY25 plant fund activity has been fully reconciled through fiscal year-end, and the newly approved projects from February 2025 have been incorporated.

Additionally, the plant fund received a \$2.2 million reimbursement from the State Treasurer's Office for expenses related to Calvert Hall remediation and repairs following the contractor-related fire. This reimbursement reduced the overall FY25 expenses reported in the plant fund budget.

St. Mary's College of Maryland
Action Item IV.B. Reconciliation of the FY25 Plant Fund
FY25 Plant Project Summary

For June 30, 2025

CARS Subfund	Description	FY25 Final Budget	FY25 Expenditures	Balance Remaining	FY26 Additions	FY26 Final Budget
3001	Plant Contingency	181,208	0	181,208	30,000	211,208
3003	Miscellaneous Maintenance and Repairs	608,405	74,580	533,825	485,588	1,019,413
3004	Miscellaneous Small Enhancement	309,472	51,352	127,472	197,000	309,472
3121	Miscellaneous Residence Hall Projects	977,509	284,705	692,804	138,000	830,804
3239	Residence Hall Furniture	409,923	187,908	222,015	200,000	422,015
3263	Traditional Residence Halls Refresh	233,997	83,521	150,475	100,000	250,475
3270	Campus Wide Signage Upgrade Project (Interior/Exterior)	50,000	0	50,000	243,040	293,040
6501	GSMRF	463,738	(18,567)	482,306	0	482,306
	Projects > \$200K	3,234,251	663,498	2,440,104	1,393,628	3,818,732
	Projects < \$200K	(735,543)	(1,105,739)	370,196	193,000	563,196
	Total All Projects	2,498,708	(442,240)	2,810,300	1,586,628	4,381,928
3020	Site Improvements	32,470	0	32,470	38,000	70,470
3022	Campus Master Plan	114,419	0	114,419	0	114,419
3090	Parking Lot Improvements	44,000	4,925	39,075	20,000	59,075
3225	Athletics Renovation	267,662	204,904	62,759	0	62,759
3230	Traffic Calming Project	11,408	11,408	(0)	(0)	(0)
3233	Sun Trust - LOC	35,565	0	35,565		35,565
3238	Programming/Study Projects	100,000	22,770	77,230	120,000	197,230
3245	PG & Dorch ADA Ramps	701	30,000	(29,299)		(29,299)
3251	Campus Security Lighting	42,000	0	42,000		42,000
3252	Library Renovation	99	0	99	99	99
3254	Housing Security Upgrade	46,797	0	46,797		46,797
3258	Goodpaster Hall	(2,754)	(3,241)	486		486
3261	ADA Upgrades	42,000	0	42,000	15,000	57,000
3262	Calvert Hall Fire	(2,210,777)	(2,210,777)	0		0
3264	Traditional Resident Halls - Life Sprinklers	125,000	0	125,000	0	125,000
3265	Artist House Repairs	30,000	29,365	635	0	635
3267	Tennis Court Renovation Project	245,868	610,326	(364,458)	0	(364,458)
3268	PG Chiller Renovation Project	250,000	143,841	106,159	0	106,159
3269	MB Renovation Project	90,000	50,741	39,259	0	39,259
	Total Projects	(735,543)	(1,105,739)	370,196	193,000	563,196

St. Mary's College of Maryland
Action Item IV.B.

Reconciliation of the FY25 Plant Fund Budget

FY25 Initial Plant Budget	2,498,708
Final FY25 Plant Budget	<u>2,498,708</u>
FY25 Expenditures	(442,240)
FY25 Available Balance	2,940,949
FY26 New Projects	1,586,628
FY26 Available Project Budgets	<u>4,527,577</u>
Cash Available in Unexpended Plant Fund July 1, 2024	1,517,253
FY24 Facility Fee Receipts	1,517,166
Plant Fund Cash	<u>3,034,419</u>
FY25 Plant Fund Expenses	(442,240)
July 1, 2024 Plant Fund Available Cash	<u>3,476,659</u>
Less: Approved New Projects FY25	<u>(1,586,628)</u>
Excess / (Deficit) Plant Funds	<u>1,890,031</u>
FY26 Projected Facility Fees	<u>1,586,628</u>
Projected Plant Fund Balance	<u>3,476,659</u>

EXECUTIVE SUMMARY OF SUPPLEMENTAL RETIREMENT PLAN CHANGES

This summary briefly outlines the key changes to the

- St. Mary's College of Maryland Supplemental 403(b) Retirement Plan ("403(b) Plan");
- St. Mary's College of Maryland Deferred Compensation Plan and Trust ("457(b) Plan");
- State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan and Trust ("401(a) Plan"); and
- St. Mary's College of Maryland Contingent Deferred Compensation Plan.

(each a "Plan" and collectively the "Plans"). The Plans are being amended and restated effective January 1, 2025, except as otherwise stated below, to make certain legally required and discretionary changes under the Setting Every Community Up for Retirement Enhancement ("SECURE") Act of 2019, the Coronavirus Aid, Relief, and Economic Security ("CARES") Act of 2020, and the SECURE 2.0 Act of 2022, and to make certain other discretionary changes.

403(b) PLAN AMENDMENTS

The key changes to the 403(b) Plan, generally effective January 1, 2025, include the following:

1. **Technical Changes.** The Plan was amended to make certain technical non-substantive changes that the IRS has requested in recent plan reviews.
2. **Roth Contributions.** The Plan was amended to add Roth Contributions and Roth rollovers effective January 1, 2026, or, if earlier, as of the date approved by the Board. While these changes are discretionary, if the College does not add Roth Contributions to the Plan, it will no longer be able to permit age 50 catch-up contributions due to a requirement under SECURE 2.0 that age 50 catch-up contributions be made as Roth for higher earners.
3. **Deferral Elections.** The Plan was amended to remove the requirement that elective deferrals be made in a flat dollar amount to give the College flexibility in the future to allow elections as a percentage of compensation.
4. **In-Plan Roth Rollovers.** The Plan was amended to allow in-Plan Roth rollovers effective January 1, 2026, or, if earlier, as of the date approved by the Board. This is an optional amendment that allows participants to convert their Plan accounts from pre-tax to Roth, at their discretion, regardless of whether they have had a distributable event under the Plan.
5. **Increased Catch-Up Contributions.** The Plan was amended effective January 1, 2025, to permit higher catch-up limits for the years in which a participant attains ages 60, 61, 62, and 63, as permitted under SECURE 2.0.

6. **Higher Earner Catch-Up Contributions.** The Plan was amended effective January 1, 2026, to provide that higher earner participants can make age-based catch-up contributions to the Plan on a Roth basis only. This change is mandatory under SECURE 2.0 in order to continue to provide age-based catch-up contributions under the Plan. The Plan was also amended to provide for correction methods in the event of an inadvertent violation of this new provision.
7. **Correction of Excess Contributions.** The Plan was amended to add an ordering rule for the return of excess contributions in order to facilitate the correction of errors.
8. **Small Account Cash-Outs.** The Plan was amended to increase the dollar limit for mandatory cash-outs to terminated participants from \$1,000 to \$7,000. This is an optional change under SECURE 2.0 that is intended to reduce situations in which participants cannot be located when distributions are required.
9. **Financial Hardships.** The Plan was amended to make several optional changes to the financial hardship provisions under the Plan:
 - The Plan was amended to provide that effective November 1, 2025, financial hardship distributions can be taken from both elective deferrals and the earnings on those elective deferrals. This is an optional change under SECURE 2.0 that will benefit participants and reduce administration.
 - Effective November 1, 2025, the Plan was amended to provide that financial hardship distributions cannot be taken from deselected vendors, which makes compliance easier since deselected vendors are much less likely to provide the information needed to coordinate financial hardship distributions in multi-vendor plans.
 - The Plan was amended to provide that a vendor can rely on self-certification of financial hardship rather than require substantiation, as permitted under SECURE 2.0. This is an optional change under SECURE 2.0 that reduces administrative complexity.
 - The Plan was amended to remove the six-month suspension of elective deferrals following a hardship effective January 1, 2020, and to update the reasons for which a hardship distribution can be taken. These amendments reflect a retroactive self-correction of changes that became effective under the Bipartisan Budget Act of 2019 on January 1, 2020.
10. **Required Minimum Distributions.** The Plan was amended to make several mandatory changes under SECURE Act, CARES Act, and SECURE 2.0 Act to the required minimum distribution provisions under the Plan:
 - The required beginning date for minimum required distributions was increased from age 70 ½ to age 72 effective January 1, 2020, then from age 72 to 73 effective January 1, 2023, and then from age 73 to 75 effective January 1, 2033.
 - Roth contribution accounts are excluded from the required minimum distribution rules during the participant's lifetime.

- Distributions can no longer be made over a beneficiary's life expectancy at the death of a participant, unless the beneficiary is a spouse, minor child, not more than 10 years younger than the participant, or disabled or chronically ill.
- The spousal election provisions to be treated as the employee for specified purposes are incorporated into the Plan.
- The temporary suspension of RMDs for 2020. The Plan also needed an amendment to self-correct for failing to include the temporary suspension of RMDs for 2009 under WREDA, which was accomplished by separate amendment.

11. **Plan-to-Plan Transfers.** The Plan was amended to provide for plan-to-plan transfers to and from the MSRP 403(b) Plan, to memorialize actual operation.

457(b) PLAN AMENDMENTS

The key changes to the 457(b) Plan, generally effective January 1, 2025, include the following:

1. **Technical Changes.** The Plan was amended to make certain technical non-substantive changes that the IRS has requested in recent plan reviews.
2. **Roth Contributions.** The Plan was amended to add Roth Contributions and Roth rollovers effective January 1, 2026, or, if earlier, as of the date approved by the Board. While these changes are discretionary, if the College does not add Roth Contributions to the Plan, it will no longer be able to permit age 50 catch-up contributions due to a requirement under SECURE 2.0 that age 50 catch-up contributions be made as Roth Contributions for higher earners.
3. **Beneficiary Default.** The Plan was amended to provide that if the participant does not name a beneficiary or the beneficiary predecease the participant, the surviving spouse will be the beneficiary or, if none, the estate will be the beneficiary. This change is intended to help participants avoid probate.
4. **Elimination of First Day of the Month Rule.** The Plan was amended so that effective January 1, 2023, deferrals (and changes to deferrals) will begin as soon as administratively practicable after the Salary Reduction Agreement is returned to the College. This change reflects SECURE 2.0's elimination of the requirement that deferrals become effective no earlier than the first day of the next month.
5. **In-Plan Roth Rollovers.** The Plan was amended to allow in-Plan Roth rollovers effective January 1, 2026, or, if earlier, as of the date that the Board approves Roth Contributions. This is an optional amendment that allows participants to convert their Plan accounts from pre-tax to Roth, at their discretion, regardless of whether they have had a distributable event.
6. **Increased Catch-Up Contributions.** The Plan was amended effective January 1, 2025, to permit higher catch-up limits for the years in which a participant attains ages 60, 61, 62, and 63, as permitted under SECURE 2.0.

7. **Higher Earner Catch-Up Contributions.** The Plan was amended effective January 1, 2026, to provide that higher earner participants can make age-based catch-up contributions to the Plan on a Roth basis only. This change is mandatory under SECURE 2.0 in order to continue to provide age-based catch-up contributions under the Plan. The Plan was also amended to provide for correction methods in the event of an inadvertent violation of this new provision.
8. **In-Service Distributions.** Effective November 1, 2025, the Plan was amended to permit in-service ages at age 59 ½ as permitted under SECURE 1.0. This is a change from the current age of 70 ½.
9. **Small Account Cash-Outs.** The Plan was amended to increase the dollar limit for mandatory cash-outs to terminated participants from \$5,000 to \$7,000. This is an optional change under SECURE 2.0 that is intended to reduce situations in which participants cannot be located when distributions are required.
10. **Unforeseeable Emergency Distributions.** The Plan was amended to provide that unforeseeable emergency distributions cannot be taken from deselected vendors, which makes compliance easier since deselected vendors are much less likely to provide the information needed to coordinate financial hardship distributions in multi-vendor plans.
11. **Required Minimum Distributions.** The Plan was amended to make several mandatory changes under SECURE Act, CARES Act, and SECURE 2.0 Act to the required minimum distribution provisions under the Plan:
 - The required beginning date for minimum required distributions was increased from age 70 ½ to age 72 effective January 1, 2020, then from age 72 to 73 effective January 1, 2023, and then from age 73 to 75 effective January 1, 2033.
 - Roth contribution accounts are excluded from the required minimum distribution rules during the participant's lifetime.
 - Distributions can no longer be made over a beneficiary's life expectancy at the death of a participant, unless the beneficiary is a spouse, minor child, not more than 10 years younger than the participant, or disabled or chronically ill.
 - The spousal election provisions to be treated as the employee for specified purposes are incorporated into the Plan.
 - The temporary suspension of RMDs for 2020.
12. **Plan-to-Plan Transfers.** The Plan was amended to provide for plan-to-plan transfers to and from the MSRP 457(b) Plan, to memorialize actual operation.

401(a) PLAN AMENDMENTS

The key changes to the 401(a) Plan, generally effective January 1, 2022, include the following:

1. **Required Minimum Distributions.** The Plan was amended to make several mandatory changes under SECURE Act, CARES Act, and SECURE 2.0 Act to the required minimum distribution provisions under the Plan:
 - The required beginning date for minimum required distributions was increased from age 70 ½ to age 72 effective January 1, 2020, then from age 72 to 73 effective January 1, 2023, and then from age 73 to 75 effective January 1, 2033.
 - Distributions can no longer be made over a beneficiary's life expectancy at the death of a participant, unless the beneficiary is a spouse, minor child, not more than 10 years younger than the participant, or disabled or chronically ill.
 - The spousal election provisions to be treated as the employee for specified purposes are incorporated into the Plan.
 - The temporary suspension of RMDs for 2020.
2. **Plan Termination.** The Plan was amended to specify that in connection with a termination or spin-off of a portion of the Plan for the College's participants, the College can transfer participant accounts to a 401(a) plan that it sponsors directly. This is an optional change that is intended to preserve flexibility should the College desire to sponsors its own 401(a) plan in the future.
3. **Participation in Plan.** The Plan was amended effective July 1, 2023, to provide that the College will participate in the Plan for purposes of matching contributions on behalf of eligible employees. Previously, the College had frozen its participation in the Plan.

CONTINGENT DEFERRED COMPENSATION PLAN AMENDMENTS

1. **Short-Term Deferral Exception.** The Plan was amended effective November 1, 2025, to reflect that as designed it satisfies the short-term deferral exception to Code Sections 457 and 409A, including renaming the Plan to the "St. Mary's College of Maryland Short-Term Deferral Plan."
2. **Conforming Changes.** The Plan was amended to update the delegation of administrative responsibilities and to make certain non-substantive clean-up changes.

ST. MARY’S COLLEGE OF MARYLAND BOARD OF TRUSTEES**PLAN DELEGATION RESOLUTIONS**

WHEREAS, the Board of Trustees of St. Mary’s College of Maryland of the University System of Maryland ("Board") adopted the St. Mary’s College of Maryland Section 403(b) Supplemental Plan ("403(b) Plan"), a defined contribution plan under Section 403(b) of the Internal Revenue Code ("Code"), pursuant to Section 30-401 of the State Personnel and Pensions Article of the Annotated Code of Maryland, which plan was most recently amended and restated effective January 1, 2025;

WHEREAS, the Board adopted the St. Mary’s College of Maryland Deferred Compensation Plan and Trust ("457(b) Plan"), a defined contribution plan under Code Section 457(b), pursuant to Section 30-401 of the State Personnel and Pensions Article of the Annotated Code of Maryland, which plan was most recently amended and restated effective January 1, 2025;

WHEREAS, the Board adopted the State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan ("401(a) Plan"), a defined contribution plan under Code Section 401(a), pursuant to Sections 30-401 and 35.701 of the State Personnel and Pensions Article of the Annotated Code of Maryland, which plan was most recently amended and restated effective January 1, 2016, and amended once thereafter;

WHEREAS, the Board is the fiduciary for the 403(b) Plan, the 457(b) Plan, and the 401(a) Plan (collectively, the "Plans" and each a "Plan") to the extent mandated by law;

WHEREAS, the Board hereby establishes the Plan Administrative Committee ("Committee") and hereby delegates certain powers from the Board to the Committee, which shall operate in an advisory capacity only.

IT IS THEREFORE RESOLVED:

1. The Committee shall consist of the persons employed in the following three positions (or the persons who are serving in such capacities, regardless of title):

- (i) Assistant Vice President of Human Resources;
- (ii) Vice President for Business & Chief Financial Officer; and
- (iii) Assistant Vice President of Finance.

The Assistant Vice President of Human Resources shall serve as chair of this Committee. Committee decisions shall be made by majority vote, and, in the event the members of the Committee are unable to agree on a decision due to a tie in the voting, the chair shall act to break such tie by casting an additional vote.

2. The Board shall retain the sole and absolute authority to amend the Plan and to terminate the Plan.

3. The Committee shall be responsible for the following administrative and investment duties, in addition to and including any other administrative and investment duties that may be assigned to the Committee from time to time, but shall serve in an advisory role only to the Board, which shall retain final authority:

- (i) control and manage the operation and administration of the Plan and to accept service of legal process;
- (ii) make rules and regulations with respect to the Plan not inconsistent with the Plan or the Internal Revenue Code, and to amend or rescind such rules and regulations;
- (iii) determine, consistently therewith, all questions of law or fact that may arise as to the eligibility, benefits, status, and rights of any person claiming benefits or rights under the Plan, including without limitation, participants, former participants, surviving spouses of participants, beneficiaries, employees, and former employees;
- (iv) direct the service providers to make distributions and/or other payments to participants, their beneficiaries, and other persons as the Committee may determine pursuant to the terms of the Plan;
- (v) subject to and consistent with the Internal Revenue Code and State law, construe and interpret the Plan and to determine all questions of fact or law arising hereunder;
- (vi) correct any defects, supply any omissions, or reconcile any inconsistencies in the Plan to such extent as the Committee deems expedient;
- (vii) appoint, or remove and replace, service providers, agents, employees, and others acting on its behalf with respect to the Plan;
- (viii) negotiate and execute such contracts and agreements with service providers to permit operation and funding of the Plan in accordance with the terms of the Plan document, the Internal Revenue Code, and State law;
- (ix) maintain all records of the Plan and to file all reports and other information that might be required, and to comply with all disclosure requirements;
- (x) adopt, review and revise as needed an investment policy statement for the Plan;
- (xi) select, remove, and/or replace investment options under the Plan that are available for selection by participants and beneficiaries, including the power to select a default investment option; and
- (xii) assess reasonable charges against participant accounts to pay Plan expenses.

The Committee in its sole discretion may, in turn, delegate one or more of its powers under this

delegation of power pursuant to the terms of the Plan.

4. The delegation of powers and duties set forth herein shall continue until revoked or changed by resolution of the Board, even if a Plan is subsequently amended or restated from time to time.

5. The Committee members shall be entitled to indemnification with respect to their responsibilities under this delegation as provided under Sections 30-210.1 and 30-401(e) of the State Personnel and Pensions Article of the Annotated Code of Maryland.

6. The Board further delegates its reserved powers under the Plan to the Finance, Investment and Audit Committee of the Board, and the Committee shall make such reports required by this delegation to the Finance, Investment and Audit Committee of the Board as needed, but at least annually. Additionally, the Committee shall report to the Finance, Investment and Audit Committee of the Board any significant change in the operations of the Plan, including but not limited to: (i) a change in the service providers which are statutorily eligible to serve as providers to the Plan; (ii) selection of a third party to perform administrative duties for the Plan, except as specified in service provider contracts; or (iii) suspected or proven criminal activity or fraud relating to the operation of the Plan or a service provider.

ST. MARY'S COLLEGE OF MARYLAND BOARD OF TRUSTEES**PLAN DELEGATION RESOLUTIONS**

WHEREAS, the Board of Trustees of St. Mary's College of Maryland of the University System of Maryland ("Board") adopted the St. Mary's College of Maryland Section 403(b) Supplemental Plan ("403(b) Plan"), a defined contribution plan under Section 403(b) of the Internal Revenue Code ("Code"), pursuant to Section 30-401 of the State Personnel and Pensions Article of the Annotated Code of Maryland, which plan was most recently amended and restated effective January 1, 2025;

WHEREAS, the Board adopted the St. Mary's College of Maryland Deferred Compensation Plan and Trust ("457(b) Plan"), a defined contribution plan under Code Section 457(b), pursuant to Section 30-401 of the State Personnel and Pensions Article of the Annotated Code of Maryland, which plan was most recently amended and restated effective January 1, 2025;

WHEREAS, the Board adopted the State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan ("401(a) Plan"), a defined contribution plan under Code Section 401(a), pursuant to Sections 30-401 and 35.701 of the State Personnel and Pensions Article of the Annotated Code of Maryland, which plan was most recently amended and restated January 1, 2016, and amended once thereafter;

WHEREAS, the Board is the fiduciary for the 403(b) Plan, the 457(b) Plan, and the 401(a) Plan (collectively, the "Plans" and each a "Plan") to the extent mandated by law;

WHEREAS, the Board hereby establishes the Plan Administrative Committee ("Committee") and designates the Committee to serve as Administrator of the Plans; and

WHEREAS, the Board hereby delegates certain powers from the Board to the Administrator.

IT IS THEREFORE RESOLVED:

1. The Committee shall consist of the persons employed in the following three positions (or the persons who are serving in such capacities, regardless of title):

- (i) Assistant Vice President of Human Resources;
- (ii) Vice President for Business & Chief Financial Officer; and
- (iii) Assistant Vice President of Finance.

The Assistant Vice President of Human Resources shall serve as chair of this Committee. Committee decisions shall be made by majority vote, and, in the event the members of the Committee are unable to agree on a decision due to a tie in the voting, the chair shall act to break such tie by casting an additional vote.

2. The Board designates the Committee to serve as the Administrator of the Plan and delegates authority to the Committee to amend the Plan for any change that is required by applicable law; however, the Board shall retain the sole and absolute authority to amend the Plan for any discretionary changes and to terminate the Plan.

3. Except as provided herein, the Board delegates to the Administrator all of the powers and duties of Administrator as set forth under each Plan, in addition to and including any other powers and duties that may be assigned to the Administrator under such Plan from time to time, which shall include, but not be limited to, the power to:

(i) control and manage the operation and administration of the Plan and to accept service of legal process;

(ii) make rules and regulations with respect to the Plan not inconsistent with the Plan or the Internal Revenue Code, and to amend or rescind such rules and regulations;

(iii) determine, consistently therewith, all questions of law or fact that may arise as to the eligibility, benefits, status, and rights of any person claiming benefits or rights under the Plan, including without limitation, participants, former participants, surviving spouses of participants, beneficiaries, employees, and former employees;

(iv) direct the service providers to make distributions and/or other payments to participants, their beneficiaries, and other persons as the Administrator may determine pursuant to the terms of the Plan;

(v) subject to and consistent with the Internal Revenue Code and State law, construe and interpret the Plan and to determine all questions of fact or law arising hereunder;

(vi) correct any defects, supply any omissions, or reconcile any inconsistencies in the Plan to such extent as the Administrator deems expedient;

(vii) appoint, or remove and replace, service providers, agents, employees, and others acting on its behalf with respect to the Plan;

(viii) negotiate and execute such contracts and agreements with service providers to permit operation and funding of the Plan in accordance with the terms of the Plan document, the Internal Revenue Code, and State law;

(ix) maintain all records of the Plan and to file all reports and other information that might be required, and to comply with all disclosure requirements;

(x) adopt, review and revise as needed an investment policy statement for the Plan;

(xi) select, remove, and/or replace investment options under the Plan that are available for selection by participants and beneficiaries, including the power to select a default investment option; and

- (xii) assess reasonable charges against participant accounts to pay Plan expenses.

The Administrator in its sole discretion may, in turn, delegate one or more of its powers under this delegation of power pursuant to the terms of the Plan.

4. The delegation of powers and duties set forth herein shall continue until revoked or changed by resolution of the Board, even if a Plan is subsequently amended or restated from time to time.

5. The Committee members shall be entitled to indemnification with respect to their responsibilities under this delegation as provided under Sections 30-210.1 and 30-401(e) of the State Personnel and Pensions Article of the Annotated Code of Maryland.

6. The Board further delegates its reserved powers under the Plan to the Finance, Investment and Audit Committee of the Board, and the Administrator shall make such reports required by the Plan to the Finance, Investment and Audit Committee of the Board at least annually. Additionally, the Administrator shall report to the Finance, Investment and Audit Committee of the Board any significant change in the operations of the Plan, including but not limited to: (i) a change in the service providers which are statutorily eligible to serve as providers to the Plan; (ii) selection of a third party to perform administrative duties for the Plan, except as specified in service provider contracts; or (iii) suspected or proven criminal activity or fraud relating to the operation of the Plan or a service provider.

ST. MARY'S COLLEGE OF MARYLAND
BOARD OF TRUSTEES
FINANCE, INVESTMENT, AND AUDIT COMMITTEE
October 9, 2025
ACTION ITEM 2526-05
2025 PERFORMANCE ACCOUNTABILITY REPORT

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 2025 completed an average of four HIP experiences each, and both targets were met or surpassed (100% completed at least two and 96% completed at least three HIPs). This high level of participation (first observed last year) likely reflects both the second full class to graduate under 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](#).

Peer Benchmarks: The National Survey of Student Engagement (NSSE) used to release annual benchmarks regarding the completion of HIPs among graduating seniors at institutions participating in the survey. Data has not been updated since 2020, when NSSE reported that 87% of seniors at participating Carnegie Baccalaureate Arts & Sciences institutions completed two or more HIPs. SMCM's rate among graduates has exceeded this for the past nine years (2020 level, 99%; five-year average, 98%). (*Source: NSSE*)

Objectives 1.2 and 1.3: SMCM is committed to offering a rigorous curriculum taught by qualified faculty. Full-time faculty continue to teach the great majority (83%) 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 three 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 2023), 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 14:1. The SMCM student-faculty ratio is third lowest among the 27 Council of Public Liberal Arts Colleges (COPLAC) institutions, which also average 14:1; and is on par with Maryland private institutions and peer institution's 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: The percentage of incoming students who identify as students of color has remained at or above 30% for the past six years, a substantial and sustained improvement from about a decade ago when the percentage averaged only 20% (data not shown). Over the next two years, we expect to exceed the target of 33% which was reset two years ago. Entering class targets were exceeded for first generation college students for the eighth consecutive year, for the out-of-state population for the fourth consecutive year, and for Pell recipients for the fifth out of the past six years. Encouragingly, the percentage of out-of-state students has slowly been rising and is expected to hold steady above the target of 10% for the next few years. High school academic performance of the entering class remains strong; the average GPA of incoming students (3.51, unweighted) continues to surpass the target of 3.40, and is projected to hold steady near this level with the next entering class.

Objective 2.2: Both four-year graduation rates (Fall 2021 cohort graduating by Summer 2025) and six-year graduation rates (Fall 2019 cohort graduating by Summer 2025) were below targets for all groups. Note that graduation targets for students of color, African American students, first generation students, and Pell recipients were reset to aspirational levels three years ago to reflect SMCM's commitment to narrowing equity gaps in student success. Note that 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 current strategic plan, [*The Rising Tide*](#), contains initiatives aimed at improving student retention and persistence to graduation, including expanding access to global opportunities, promoting holistic student wellness and belongingness, increasing student leadership activities, and enhancing student advising and degree-planning experiences. As of Summer 2025, we have just launched the Integrated Retention Strategic Plan which explicitly engages faculty and staff across the institution to enhance community cohesiveness, create a broader system of student support and mentorship, and cultivate a service-oriented

culture. For entering first generation students, we continue to support the growth of the *Sum primus* (“I am first”) program which offers extended pre-orientation activities, focusing on academic, financial, social, and cohort-building.

Peer Benchmarks: Based on the most recent national comparison data available (FY21), SMCM’s overall four-year graduation rate (58% for the 2017 entering cohort graduating by 2021) exceeded or equaled those of other COPLAC institutions and other Maryland public and private four-year institutions, and was close to rates 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 peer institutions. Benchmark four-year graduation rates for Pell recipients are not available from IPEDS.

Because of the lag in reporting four-year graduation rates to IPEDS, additional comparison data are shown below from 37 Baccalaureate Arts & Sciences institutions (36 private, 1 public) that participate in the Higher Education Data Sharing Consortium ([HEDS](#)). These data are three years more recent than IPEDS (2020 cohort graduating by 2024) and additionally include Pell student data. These comparisons reveal that SMCM’s four-year graduation rates for all groups generally lag behind these mainly private institutions, similar to the findings in IPEDS when compared with peer and aspirant institutions.

(Sources: As shown in tables below)

Four-Year Graduation Rates, FY21 (Fall 2017 cohort)					
Institution(s)	N	Overall	Students of Color	African American	Hispanic
SMCM	1	58%	44%	38%	44%
COPLAC	27	40%	32%	26%	34%
MD Public	11	32%	29%	27%	30%
MD Private	9	56%	49%	45%	53%
Peer	12	62%	56%	51%	57%
Aspirant	6	81%	80%	77%	79%

Source: IPEDS Data Center

Four-Year Graduation Rates, FY24 (Fall 2020 cohort)

Institution(s)	N	African American			Pell
		Overall	Hispanic		
SMCM	1	60%	54%	50%	56%
Bacc A&S	37	64%	51%	57%	61%

Source: Higher Education Data Sharing Consortium

For six-year graduation rates, the most recent IPEDS comparison data available (FY23) reveal that SMCM's overall rate in that year (68%, for the 2017 entering cohort) equaled or exceeded that of other COPLAC, Maryland public and Maryland private institutions. As shown below, SMCM's six-year rates for students of color, Pell recipients, and need-based aid recipients also met or exceeded rates at COPLAC and Maryland public institutions, but were more variable in comparison to Maryland private and peer institutions. (Source: IPEDS Data Center)

Six-Year Graduation Rates, FY23 (Fall 2017 cohort)							
Institution(s)	N	Overall	Students of Color	African American	Hispanic	Pell	Need-Based Aid
SMCM	1	68%	54%	44%	52%	48%	63%
COPLAC	27	53%	46%	42%	48%	47%	49%
MD Public	11	51%	49%	49%	48%	47%	48%
MD Private	9	64%	58%	53%	62%	60%	61%
Peer	12	72%	66%	62%	66%	65%	69%
Aspirant	6	90%	89%	87%	89%	89%	89%

Source: IPEDS Data Center

Objective 2.3: The second-year retention rate rebounded to a seven-year high of 86% in FY25. While still not meeting the target, this year's retention rate still exceeds many benchmarks, and retention is a key focus of *The Rising Tide* strategic plan.

Peer Benchmarks: Based on the most recent data available (FY24), SMCM's first-to-second year retention rate last year (81%) continued to match or exceed those of COPLAC institutions (average = 73%), Maryland public four-year institutions (average = 74%), Maryland private institutions (average = 80%), 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 was down in FY25 for the second year in a row but is expected to return in FY26. Employee diversity targets were reset to 33% two years ago to match the student diversity goal, and this goal was met for the first time this year for full-time staff. SMCM has been making steady progress toward this goal in the tenure-track faculty, and the FY25 measure of 28% represents a notable improvement over last year's 21%. 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 faculty (ranging from 33% to 70% per year) have been faculty of color, and 90% 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 next year. We 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 have successfully resulted in increased transfer student enrollment for the entering class in Fall 2025.

Objective 2.6: Among transfer students, the three year-graduation rate (71%, Fall 2022 entering students graduating by Summer 2025) exceeded the target for the fifth time in six years, while the four-year graduation rate (69%, Fall 2021 entering students graduating by Summer 2025) fell just 1% below the target. Analysis of all transfer students' degree progress suggests that three- and four-year graduation rates will remain high 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 2015-16 and graduated by 2019. In that year, SMCM's four-year graduation rate for transfer students (69%) met or exceeded the average rates for Maryland public (53%) and private four-year institutions (61%), COPLAC institutions (56%), and peer institutions (69%). The average at aspirant institutions was 81%. (*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. Given the particularly sensitive financial situation of students receiving need-based aid, this gap warrants increased attention. On the other hand, the leading indicator of retention to the second year, while not meeting the target of 90%, remained steady at 84% and was close to the all-student level of 86%.

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 FY25 did not meet the target for the sixth year in a row after many years of consistently higher levels. It is unclear whether this is a lingering effect of the pandemic, changes in student priorities, or related to the availability of community service opportunities. The recently established (August 2024) Office of Community Outreach and Engagement is specifically focused on expanding community leadership and service opportunities for students, through such efforts as Volunteerism Day, Days of Service, and programming at the annual Career Week. The Office of Community Outreach and Engagement is also partnering with the Dean of Students and the Center for Career and Professional Development to incorporate community service opportunities into new student orientation and professional pathway courses, respectively. Internship participation increased to 53% participation, 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 from 65% to 53% this year; however, as observed in past years, there was an increase in the six-month continuing education rate (30% to 36%) for the Class of 2024, which continues to surpass the target. Together, these shifts suggest that SMCM graduates remain on target for success after graduation; a total of 90% 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 2023, the most recent graduating class for which benchmark data is available, SMCM's employment rate was 65% and the national rate was 67%, while SMCM's continuing education rate was 30% and the national rate was 21%. 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 2023 was 94%, exceeding the national rate of 91%. 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 2023 Report)

B. Response to Commission Questions

1. Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

To improve each student's academic experience and promote timely graduation, SMCM has implemented several initiatives regarding academic, financial, mental health, and basic needs to boost student success. For example, within the past three years the College has introduced a "Winterim" session – in addition to the regular fall, spring, and summer sessions – that enables students to add flexibility in their scheduling or remain "on-track" for a four-year graduation. Moreover, these accelerated courses are taught remotely, which permits students to continue their education from the comfort of their own home. The College's Sum primus ("I am first") Initiative also provides dedicated support for first-generation students – including an on-campus support and mentoring network of other first-generation students, faculty, and staff. Since 2023, Sum primus has been expanded to a full-scale living-learning community, and offers extended pre-orientation activities on crucial topics such as time management, major exploration, campus technology, financial literacy, and more.

The College's most recent innovative support system – the Seahawk Success Network – was launched during the Fall of 2024 for first-year students, and assigns each student four individual on-campus advisors in key institutional touchpoints, including faculty advising, co-curricular advising, financial aid, and academic success. This network reorients the College's existing student engagement and support structure from "reactive" to "proactive," and builds upon prior successful efforts to centralize student support services (including academic coaching, tutoring, parent/family outreach, and an "early alert" system for students encountering academic or personal challenges) under a single office: The Office of Student Success Services.

The College also remains keenly aware that students' ability and willingness to persist to graduation are significantly impacted by their perception of, and belief in, the relevance of a liberal arts honors education and a strong financial return on their investment. To this effect, SMCM's updated core curriculum, LEAD (Learning through Experiential and Applied Discovery), is designed to specifically and intentionally address those concerns. Key aspects of LEAD include the reorganization of general coursework requirements into thematic Inquiries, the expansion and revitalization of the Center for Career and Professional Development, and significant funding to support students achieving the Honors College Promise - a guaranteed opportunity to participate in research or a creative endeavor, complete an internship, or study abroad. Finally, increases in the College's need-based and merit-based financial aid budgets provide additional support to students in completing their degrees.

All of the above initiatives are intended to both support short-term student success, and long-term degree completion goals. In the future, SMCM will continue to promote, improve, and expand these programs as appropriate. To that end, increased investment in the College's private fundraising apparatus will assist in expanding and sustaining the funding base used to support these programs.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Overall, SMCM has become a much more flexible and supportive institution in guiding students through an honors-level curriculum and coursework load. In addition to the Winterim initiative discussed above, the College currently programs "off sequence" offerings of two-semester courses to fill important gaps for transfer students, and plans to pilot two- credit courses to further increase scheduling flexibility in the future. The College has also implemented a new scheduling matrix as of 2022, with dedicated "community meeting time" – when no classes are scheduled – built into the middle of the day to provide students more regular access to student support officers.

The College's LEAD and discipline-specific curricula now integrate the proven, long-term benefits of a traditional liberal arts education with the practical and applied skills necessary to achieve their post-graduation plans. During their first semester at SMCM, all students, not just those from more privileged backgrounds, are immersed in personal and professional development exercises based on their post-graduation interests, and students are provided the opportunity and means to systematically explore these interests – as well as their alignment with various career paths. This curriculum design also places an emphasis on high-impact practices. For the past five graduating classes, nearly every student (98%) has completed at least two high-impact practices compared to the national average for baccalaureate arts and sciences institutions (87%). Among the graduating class of 2025, 100% of students completed at least two high-impact practices, and the average was four; moreover, 87% completed an experiential learning course, 70% engaged in faculty-mentored research project or creative experience, and 53% completed an internship (the highest percentage to date) – with no significant participation gaps between students from historically underrepresented groups and all SMCM students.

One of the keys to sustaining institutional change over time is to remain proactive in identifying and addressing student needs, rather than reacting after the fact. Such an approach is not only more beneficial for students, but facilitates a positive faculty and staff culture to engage with students to boost their success instead of working backwards to solve problems.

Another key is to develop and maintain a culture of assessment and continuous improvement. SMCM is regularly conducting comprehensive assessments of student learning, administrative effectiveness, student satisfaction, and employee satisfaction to monitor the effects of change, and to ensure that all constituents have a voice in shaping the institution's policies and practices.

St. Mary's College of Maryland

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.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

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

Obj. 1.1 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. High-impact practices are defined by the Association of American Colleges & Universities (AAC&U).

Obj. 1.2 Maintain a full-time faculty of which 98 percent have terminal degrees. Maintain the proportion of undergraduate credit hours taught by full-time faculty at 88 percent annually.

Obj. 1.3 Maintain an environment that promotes individual contact between faculty and students by maintaining a student-faculty ratio of no more than 12 to 1.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent of the graduating class successfully completing at least two high-impact practices	95%	97%	99%	100%	100%	100%	100%
Percent of the graduating class successfully completing at least three high-impact practices	72%	76%	83%	96%	96%	96%	96%
Percent of all full-time faculty who have terminal degrees	98%	97%	96%	93%	95%	95%	95%

St. Mary's College of Maryland

Percent of undergraduate credit hours taught by full-time faculty	82%	80%	84%	86%	83%	85%	85%
Undergraduate student to faculty ratio	9:1	10:1	10:1	10:1	10:1	10:1	10:1

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

Obj. 2.1 Recruit a qualified and diverse entering class with the following attributes: Average high school grade point average (GPA) of at least 3.40 (4 point scale), enrollment of students from historically underrepresented racial/ethnic groups at least 33 percent, out of state student enrollment of at least 10 percent, students from first generation households enrollment of at least 20 percent, and Pell Grants disbursed during their first semester student enrollment of at least 20 percent.

Obj. 2.2 Achieve and maintain 4-year graduation rates for all students (70 percent), students from all historically underrepresented racial/ethnic groups (65 percent), African-American students (65 percent), Hispanic students (70 percent), all first generation students (65 percent), and all students with a Pell Grant disbursed during their first semester (65 percent). Achieve and maintain 6-year graduation rates at 80 percent for all students and all student subgroups, including students from all historically underrepresented racial/ethnic groups, African-American students, Hispanic students, first-generation students, and students with a Pell Grant disbursed during their first semester.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Average high school GPA	3.44	3.45	3.5	3.49	3.51	3.49	3.50
Percent of entering first year class who identify as members of historically underrepresented racial/ethnic groups	32%	31%	31%	30%	32%	38%	38%
Percent of entering first year class who originate from outside of Maryland	9%	11%	13%	14%	13%	13%	16%
Percent of entering first year class from first generation households	25%	21%	25%	28%	23%	28%	28%
Percent of entering first year class receiving Pell Grants disbursed during their first semester	24%	18%	20%	22%	23%	29%	29%
Four-year graduation rate for all students	58%	60%	56%	60%	64%	58%	70%

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Four-year graduation rate for students from historically underrepresented racial/ethnic groups	44%	41%	50%	49%	56%	53%	68%
Four-year graduation rate for African-American students	38%	37%	41%	54%	64%	41%	57%
Four-year graduation rate for Hispanic students	44%	42%	52%	50%	45%	63%	76%
Four-year graduation rate for all first generation students	44%	57%	44%	53%	57%	51%	63%
Four-year graduation rate for students with a Pell Grant disbursed during their first semester	43%	58%	46%	56%	60%	51%	60%
Six-year graduation rate for all students	73%	71%	68%	70%	65%	69%	70%
Six-year graduation rate for students from historically underrepresented racial/ethnic groups	64%	60%	54%	53%	57%	59%	61%
Six-year graduation rate for African-American students	69%	59%	44%	42%	51%	71%	67%
Six-year graduation rate for Hispanic students	58%	50%	52%	58%	60%	53%	52%
Six-year graduation rate for all first generation students	71%	63%	58%	67%	55%	59%	62%
Six-year graduation rate for students with a Pell Grant disbursed during their first semester	76%	65%	48%	67%	61%	64%	64%

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

Obj. 2.4 The College will strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. The aspirant goals for full-time faculty and staff will be: 33 percent from historically underrepresented racial/ethnic groups and 50 percent women.

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

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

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
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First to second-year retention rate	83%	85%	82%	81%	86%	82%	85%
Percent of all full-time tenured or tenure-track faculty who identify as members of historically underrepresented racial/ethnic groups	16%	18%	19%	21%	28%	31%	33%
Percent women of all full-time tenured or tenure-track faculty	51%	50%	50%	48%	46%	50%	50%
Percent of all full-time (non-faculty) staff who identify as members of historically underrepresented racial/ethnic groups	27%	30%	27%	31%	33%	33%	33%
Percent women of all full-time (non-faculty) staff	57%	58%	61%	60%	60%	60%	60%
Percentage of entering fall class who are transfer students	17%	18%	15%	14%	15%	16%	16%
3-year graduation rate for all transfer students	68%	64%	56%	62%	71%	74%	77%
4-year graduation rate for all transfer students	74%	74%	70%	62%	69%	77%	78%

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

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

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

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Average percent of first-time full-time degree-seeking student need met by awarding need-based aid	84%	78%	78%	82%	76%	79%	79%
First-to-second year retention rate for students receiving need-based aid in the first semester	78%	87%	84%	83%	84%	79%	80%
Four-year graduation rate for students receiving need-based aid in the first semester	54%	54%	46%	57%	63%	54%	65%
Six-year graduation rate for students receiving need-based aid in the first semester	69%	64%	63%	62%	55%	65%	66%

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

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

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

Obj. 4.3 The rate of employment within six months of graduation will be at least 67 percent.

Obj. 4.4 The rate of continuing education (at any level) within six months of graduation will be 25 percent.

Performance Measures	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percent of graduating seniors who will have performed community service while at SMCM	50%	39%	37%	40%	40%	42%	45%
Percent of graduating seniors who fulfilled a paid or unpaid internship	44%	47%	38%	49%	53%	53%	53%
Employment rate of graduates within six months of graduation	53%	61%	67%	65%	53%	65%	65%
Percent of graduates continuing their education (at any level) within six months of graduation	34%	35%	28%	30%	36%	35%	35%