

ST MARY'S COLLEGE *of* MARYLAND

The National Public Honors College

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

BOARD OF TRUSTEES

OPEN SESSION

**St. Mary's College of Maryland
Glendening Annex
St. Mary's City, MD**

May 7, 2021

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

AGENDA

May 7, 2021 (#695)
3:55 p.m.

*Glendening Annex
St. Mary's College of Maryland
St. Mary's City, Maryland*

- | | | |
|-------------|--|----------------------------|
| I. | Call to Order | Lex Birney |
| II. | Approval of agenda | Lex Birney |
| III. | Report of the Board Chair | Lex Birney |
| IV. | Report of the President | President Jordan |
| V. | Committee Chair Action Items and Reports | |
| | A. Finance, Investment, and Audit | John Wobensmith '93 |
| | Action Item 2021-33: Approval of Non-Discrimination Procedures Policy | |
| | Action Item 2021-34: Approval of FY 22 Current Fund (Operating) Budget | |
| | Action Item 2021-35: Approval of FY22 Plant Fund (Capital) Budget | |
| | Action Item 2021-36: Approval of FY23-FY27 State Capital Budget Proposal | |
| | B. Academic Affairs | Peter Bruns |
| | Action Item 2021-37: Approval of the 2021 candidates for Graduation | |
| | C. Admissions and Financial Aid | Ray Wernecke |
| | D. Campus Life | Danielle Troyan'92 |
| | Action Item 2021-38: Approval of Policy to Support Pregnant and Parenting Students | |
| | Action Item 2021-39: Approval of Maryland Higher Education Committee Cultural Diversity Report | |
| | E. Institutional Advancement | Gail Harmon |
| | F. Technology, Building and Grounds | Donny Bryan '73 |
| | Action Item 2021-40: Approval of the Annual Facilities Condition Report | |
| | G. Governance Committee | Susan Dyer |
| | Action Item 2021-41: Approval of Board of Trustees 2021-2024 Meeting Schedule | |

VI. Motion to Adjourn Meeting

Lex Birney



**BOARD OF TRUSTEES
PRESIDENT'S REPORT
OPEN SESSION**

MAY 7, 2021

At this point in 2020, the College was two months into our response to the COVID-19 pandemic. I wrote in my report the following:

This has been an incredibly challenging semester. A lesser institution, having been through all that we have for the past 180 years, might be ready to call it quits. I believe that we will weather this storm because our guiding principle, as it always has been during difficult times, is focused on student success in a manner that evolves with the ever-changing world. There are some rough seas ahead. The Board of Trustees is the anchor that steadies the College during turbulent times. Thank you for what you have done and continue to do for St. Mary's College of Maryland. Your engagement bolsters our confidence that the College will emerge from this challenge stronger than it has ever been before.

I don't believe any words could have been more true. Rough waters appear to be a way of life here on the banks of the St. Mary's River during my tenure as the captain of the ship named St. Mary's College of Maryland. Nonetheless, as we approach every storm, our proficiency in navigating them grows and we remain on course to embody our brand as the National Public Honors College.

Brand recognition and excellence continue to grow as evidenced by the significant increase in the number of applications (see AFAC¹ materials), the awards the Integrated Marketing team continues to receive, and earned media attention our story garners (both contained within the IAC materials). The result? Paid deposits are very close to where they were at this point last year.

Confidence in the College's trajectory is apparent in increased fundraising results (IAC) as well as the support of the alumni council, the legislators, and the local community for what the College is doing as a result of the recommendations from the three task forces and its enhanced community outreach and engagement (see IDEAA within CLC materials).

In regards to the academic program prioritization endeavor, the academic needs of the current students who have been directly impacted by the changes have been addressed, the academic affairs restructuring is beginning, and two of the new majors (Neuroscience and Marine Science)

¹ Abbreviations: AAC (Academic Affairs Committee); AFAC (Admissions and Financial Aid Committee); CLC (Campus Life Committee); FIAC (Finance, Investment, and Audit Committee) IAC (Institutional Advancement Committee); IDEAA (Inclusive Diversity with Equity, Access, and Accountability)

have been approved by the Maryland Higher Education Commission and will be available as new majors as planned (Fall 2021).

Our efforts to grow enrollment and to create an environment where all who join our community have the opportunity to thrive continue and, in many instances, have been accelerated and/or enhanced. Data suggest that the incoming class will be one of our most diverse cohorts ever. This puts a greater spotlight on the work of the IDEAA unit and requires a greater sense of purpose, urgency, and intentionality. Thus, its programming, many in partnership with internal and external community partners, has increased significantly and we continue to work to update policies to enhance clarity, transparency, and accountability across the entire campus. The services of the Wellness Center (see Student Affairs within CLC materials) have been enhanced, many of them now available remotely, as the demands of the pandemic has taken a toll on the mental and emotional health of our campus community. It is glaringly apparent that the COVID-19 pandemic will have a long-term impact on how the College does business moving forward.

As we think about the “business of higher ed”, it should be noted that the College fared well during the modified legislative session. Budgetarily, the executive and legislative branches honored the College’s funding formula and continued to support our capital projects at or near the requested levels (see FIAC materials).

Leading up to the 2021 legislative session, College leadership made presentations to the Maryland Higher Education Commission and to Maryland Department of Budget and Management Secretary Brinkley regarding the College’s proposed FY22 operating and capital budgets. College leadership participated in virtual meetings with the House and Senate budget subcommittee chairs and with local legislators; testified virtually at its operating budget hearing and the Higher Education Overview hearing; provided a briefing to the Southern Maryland Delegation, and provided the Governor, legislative leaders, and local legislators with written updates on College issues, including the fiscal and operational impact of the pandemic, the College’s LEAD curriculum and academic restructuring, and the Board of Trustee’s decision to freeze tuition for the 2021-2022 academic year. The College’s government relations team tracked 83 bills during the Session, including 41 bills of high interest that had the potential to affect St. Mary’s College, and submitted testimony for the budget committee’s Higher Education Overview hearing, the College’s operating and capital budget hearings, and 11 bills. The impact of passed legislation that will impact the College has been [summarized](#).

As we acknowledge and recognize the members of our campus community who are paragons of learning, scholarly/creative engagement, teaching, and service ([Honors & Awards program](#)) as well as honor the graduates of the Class of 2021, we are gearing up for a re-opening in the fall that will be forever changed by the pandemic. There is a recent [Forbes article](#) that speaks to where we are as a sector very well. Based on the article, the disruption to higher education has accelerated. Fortunately, St. Mary’s College of Maryland is growing in its ability to be one of the disruptors. This is in no small part due to the efforts of the Board of Trustees to support and inspire our efforts. Thank you. We are stronger today than we were a year ago. And, in partnership with the Board, the future continues to look bright.

Legislative Bills that Passed

The following provides an overview of 16 bills that passed and either directly impact the College or are of interest. Bills for which the College submitted testimony to support, amend, oppose, or to provide information, are identified accordingly.

HB 73/ SB 710: State and Local Government and Public Institutions of Higher Education - Teleworking - Requires each governing body of a county or municipality to establish telework programs; requires the presidents of public institutions of higher education to establish telework programs and guidelines; etc.

SMCM Impact: Requires the College to report multiple statistics in regard to teleworking to the State, as well as develop a teleworking policy in accordance with new State policies. Additional negotiations and communications with the local AFSCME chapter will be needed as well.

Position: None.

HB 125/SB 439: Public Institutions of Higher Education – Student Athletes (Jordan McNair Safe and Fair Play Act) - Provides student athletes with the ability to profit from their likeness and image and requires institutions to implement more safety protocols to protect student athletes.

SMCM Impact: The original bill included significant requirements for the College to provide scholarships and health insurance to athletes. The College opposed these elements, which were removed from the bill through an amendment. Provisions related to student's rights to profit from their likeness and image do not apply to St. Mary's, only to USM and MSU, both of which operate Division I athletic programs. The bill requires the College to modify the safety material and training provided to athletes.

Position: Letter of information with requested amendments.

HB 156/ SB 283 - Student and Military Voter Empowerment Act – Requires greater accessibility to voting resources for students and military personnel.

SMCM Impact: A Student Voting Coordinator position must be established to assist students with voting. A website that includes voting options and resources must be made available on the school website.

Position: None.

HB 183/ SB 449 - Public Information Act – Revisions (Equitable Access to Records Act) - Requires greater transparency of public information and institutes an annual date of public information disclosures.

SMCM Impact: Requires increased record keeping and disclosure from the public record custodian, including explanations for fees levied that total greater than \$350.

Position: None.

HB 216/ SB 155 - Higher Education – Tuition Exemption for Foster Care Recipients and Homeless Youth - Alters methods used to verify that a certain youth is a homeless youth; provides that a foster care recipient or a homeless youth who receives a certain tuition waiver is entitled to priority consideration for on-campus housing.

SMCM Impact: The College will need to provide tuition waivers for the impacted students, while also modifying procedures of recording homeless and foster care youth on campus. The bill also requires an appeal process if tuition waivers are denied. Priority housing for impacted students will be required.

Position: None.

HB 460/ SB 886 - Transfer with Success Act - Requires a public institution of higher education that denies the transfer of a credit or course to an enrolled student to report the denial to the student and to the institution from which the student originated. An annual report must be submitted to the Maryland Higher Education Commission that contains a list of the denials and the reason behind the decision.

SMCM Impact: No financial impact. Requires increased record-keeping of classes the College does not transfer and explanations as to why.

Position: None.

HB 466/ SB 405 - Higher Education - Student Identification Cards - Required Information- Requires each institution of higher education to include the telephone number of Maryland's Helpline on student identification cards and authorizes certain mental health crisis lines to also be provided.

SMCM Impact: The College will need to either add a label to existing cards or re-issue ID cards that contain this information.

Position: None.

HB 486/ SB 9 - State Employees – Collective Bargaining – Applicability, Bargaining Processes, and Memorandums of Understanding - Requires the University System of Maryland Chancellor to act on behalf of the University System of Maryland and certain institutions within the system for the purpose of collective bargaining. This would eliminate the need for each USM institution to negotiate individual collective bargaining agreements. The bill also establishes various other requirements for all institutions.

SMCM Impact: In addition to requirements regarding University System of Maryland agreements (Memorandum of Understandings) with bargaining units, the bill requires the meaningful use of a fact finder during negotiations. The bill also stipulates that any MOU's executed by the Governor for employees within the State Personnel Management System are not applicable to employees of State institution of higher education.

Position: None.

HB 581/ SB 486 - Labor and Employment - Employment Standards During an Emergency (Maryland Essential Workers' Protection Act) - Requires State employers to adopt policies designed to protect employees during a public health emergency

SMCM Impact: Requires the College to continue providing PPE at no cost to employees and to provide additional public health emergency leave, separate from paid sick leave and paid family leave. This bill also mandates greater transparency with employees and more frequent reporting back to the Department of Health.

Position: None.

HB 756/ SB 922 - Office of Legislative Audits – Acceptance and Investigation of Allegations of Fraud, Waste, and Abuse - Expands the Office of Legislative Audits power to disclose certain records in an effort to mitigate fraud, waste, or abuse.

SMCM Impact: Allows the State to compel records and documents through subpoena and other measures.

Position: None.

HB 836/ SB 741 -COVID-19 Testing, Contact Tracing, and Vaccination Act of 2021- Establishes various State-wide requirements related to COVID-19, including certain procedures on contact tracing, testing requirements, and vaccination requirements of faculty, staff, and students.

SMCM Impact: Requires the College to implement a comprehensive testing plan in accordance with the policy. Requires a student on campus to provide a negative test before they are permitted to return to in-person instruction. Most of the requirements are already in place at the College.

Position: None.

HB 891/ SB 767 - Higher Education - Hunger-Free Campus Grant Program - Established - Establishes the Hunger-Free Campus Grant Program to address student hunger and basic food needs on campus; requires the Maryland Higher Education Commission to administer the program; authorizes public institutions of higher education to develop certain procedures; requires the Governor, beginning in fiscal year 2023, to include in the annual budget bill a \$150,000 appropriation for the program; etc.

SMCM Impact: The College may decide to develop a hunger-free campus program and apply for a grant to implement the program. Qualifying programs may require adjustments to the way meal plans are managed and how the food pantry is operated.

Position: Letter of information.

HB 904/ SB 717- State Personnel - Collective Bargaining - Exclusive Representation - Alters the type of access and the circumstances under which access to new employees by exclusive representatives is required to be permitted. The period of time for which an exclusive representative is required to be permitted to address new employees is increased from 20 minutes to 30 minutes; etc.

SMCM Impact: Minimal impact as the College's current practices are generally consistent with the new requirements.

Position: Letter of information.

HB 1337/ SB 800 - Inmate Training and Job Act of 2021 - Establishes the Inmate Training and Job Pilot Program at Bowie State University, Coppin State University, Morgan State University, and the University of Maryland at Eastern Shore to provide educational and vocational training opportunities for inmates in the nine months preceding the inmate's date of release.

SMCM Impact: A pilot program may be established at the College if a Memorandum of Understanding is made between the Maryland Higher Education Commission and the College. This applies to any public institution without a pilot program explicitly established.

Position: None.

HB 1364/ SB 496 - Historic St. Mary's City Fort to 400 Commission - Establishes the Historic St. Mary's City Fort to 400 Commission to plan and conduct observances commemorating the 400th year of Maryland's founding in 2034.

SMCM Impact: The bill initially included the College as having a representative on the Commission, however, the House eliminated the College as a representative. Minimal impact for the near future.

Position: The College supported the initial bill, but did not support the amendment that removed the St. Mary's a representative from the Commission.

SB 787 - Digital Advertising Gross Revenues Tax – Exempts certain taxes on digital services and digital advertising in the State, including on-line educational services.

SMCM Impact: The bill amends a provision in prior legislation that required sales tax to be collected for on-line instruction. A sales tax will no longer be levied for on-line instruction.

Position: Supported.

SB 927 - Institutions of Higher Education - Prohibition Against Incentive Payments - Foreign Student Exemption - Altering the application of certain provisions of law prohibiting an institution of higher education from paying certain financial, or other incentives, based on certain success to exempt the recruitment of foreign students who reside in a foreign country and are not eligible to receive federal student assistance.

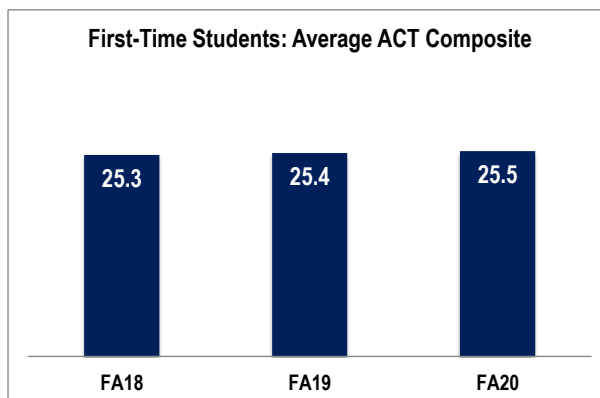
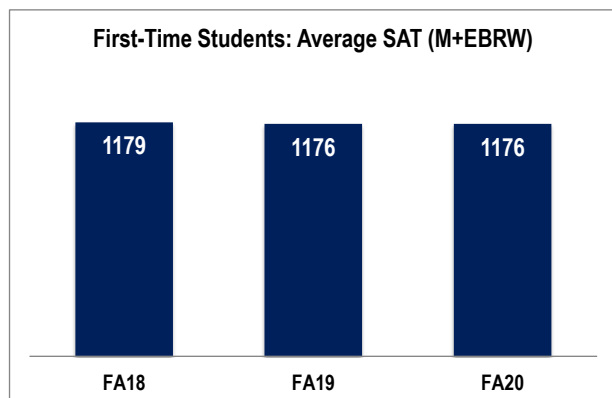
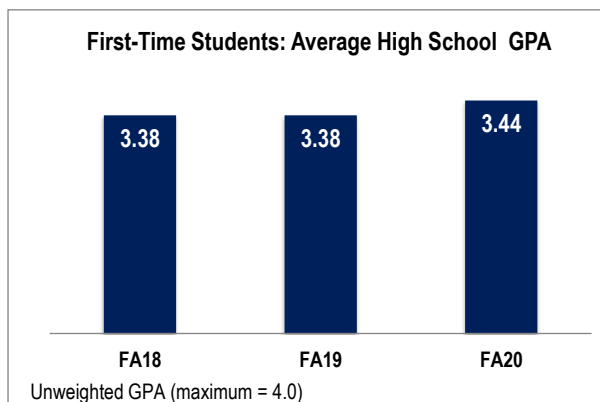
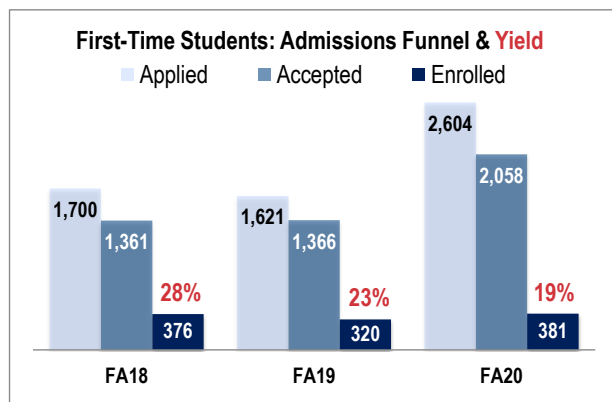
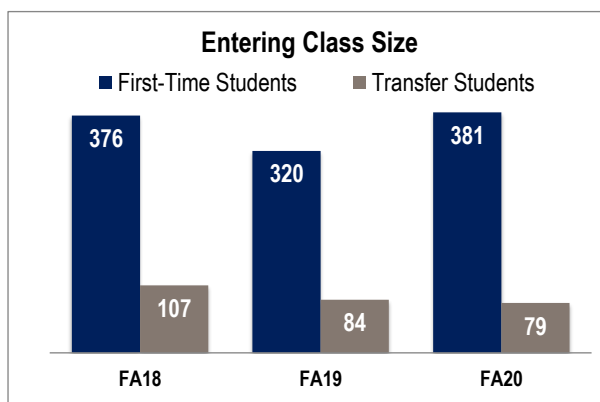
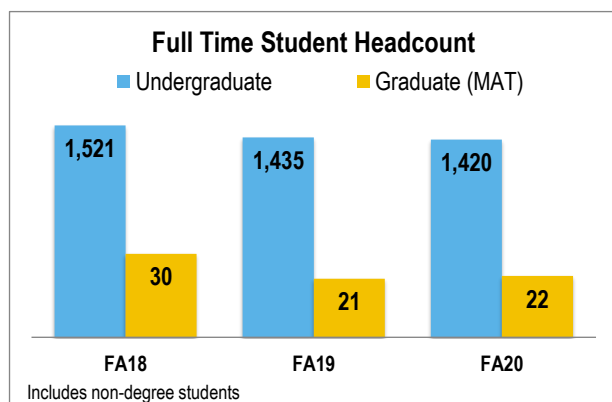
SMCM Impact: Allows incentive-based payments to organizations when recruiting International students on behalf of the College.

Position: Supported.

Board of Trustees Dashboard - May 2021

Student Characteristics in Enrollment **

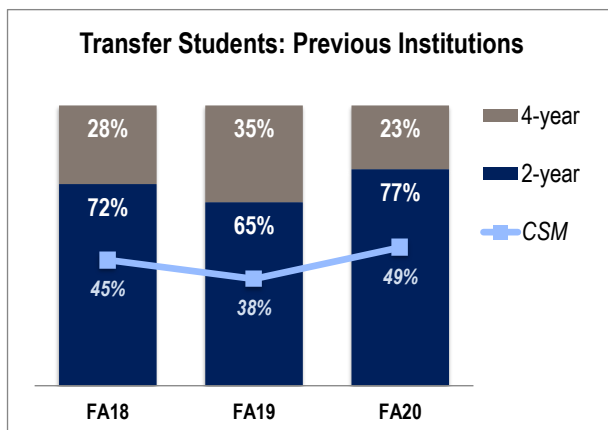
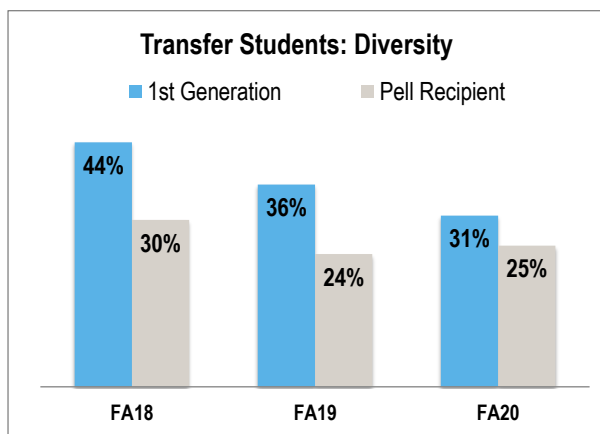
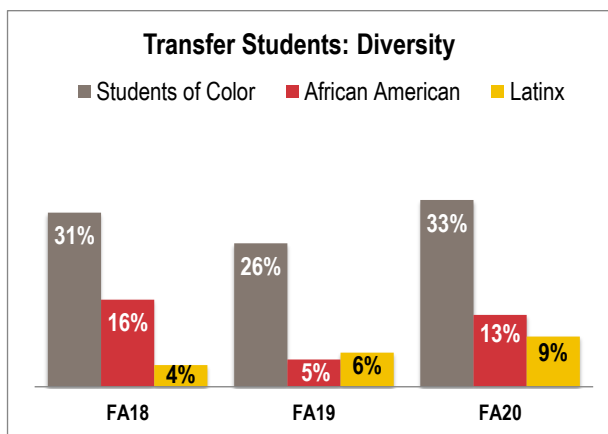
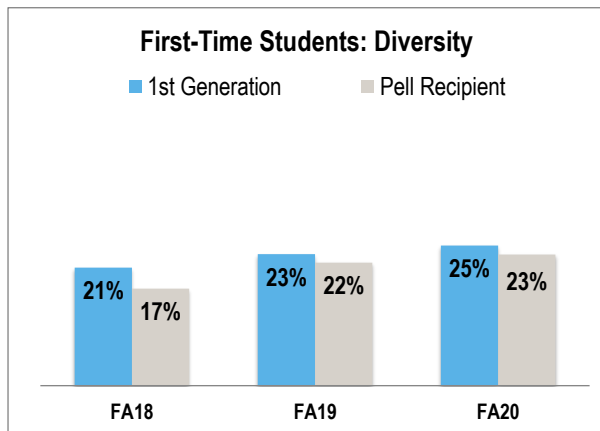
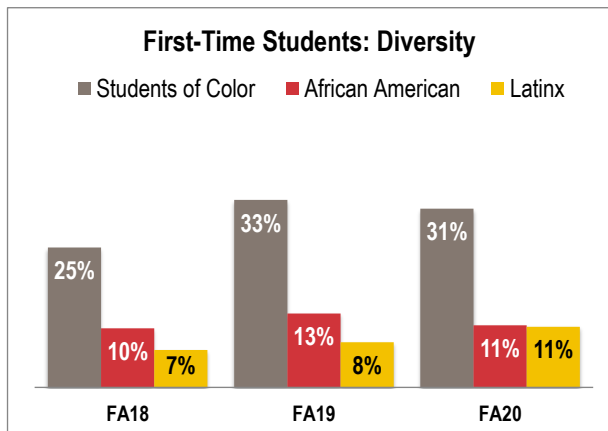
Fall 2020 figures based on final census (freeze) data, 9/14/2020



Board of Trustees Dashboard - May 2021

Student Characteristics in Enrollment **

Fall 2020 figures based on final census (freeze) data, 9/14/2020

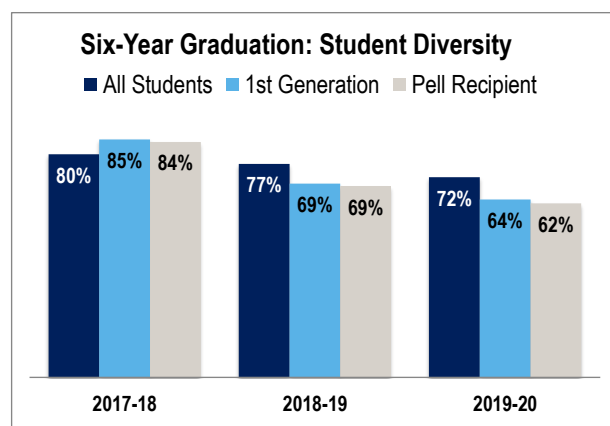
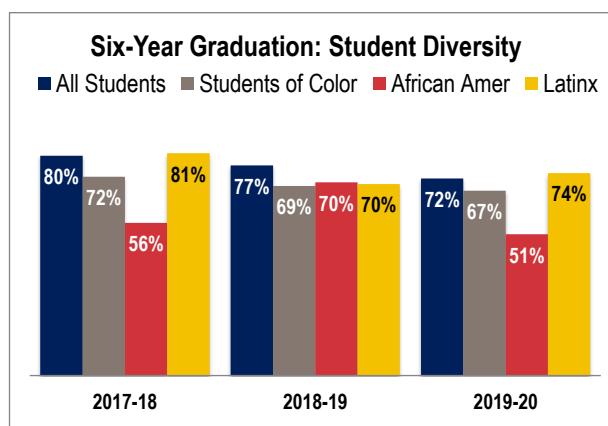
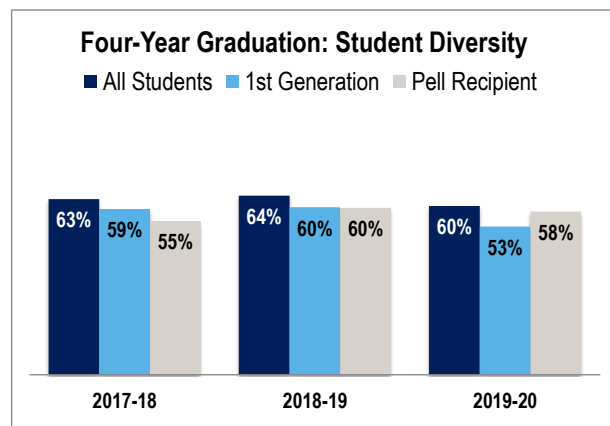
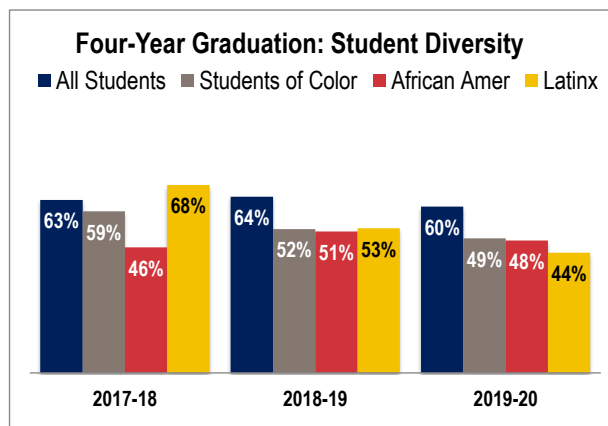
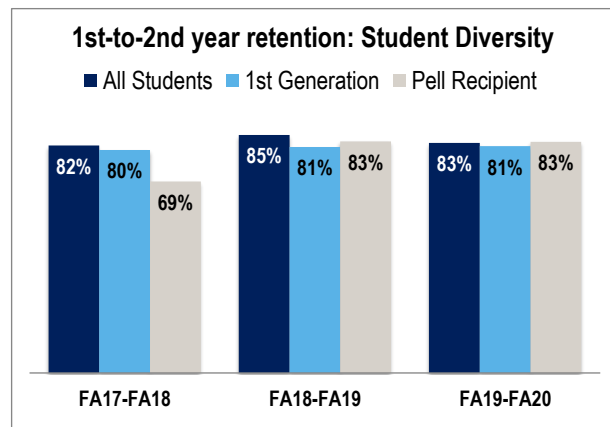
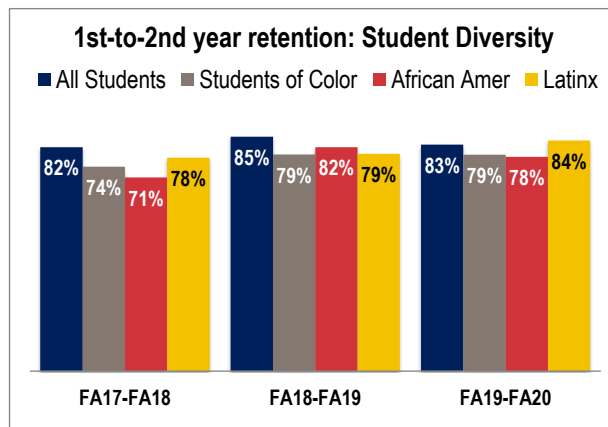


** Goals were temporarily removed for all measures. Revised goals will be established during the strategic planning process.

Board of Trustees Dashboard - May 2021

Student Retention and Persistence (First-Time Students) **

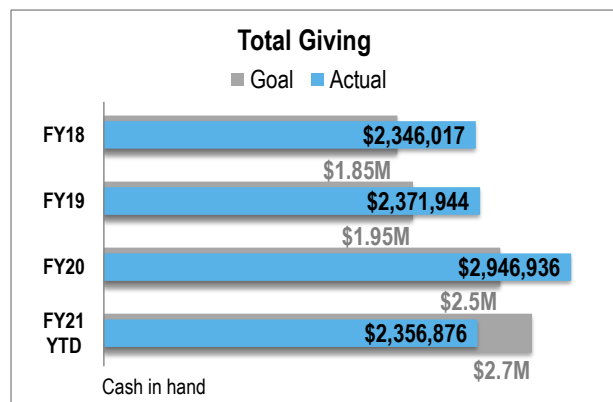
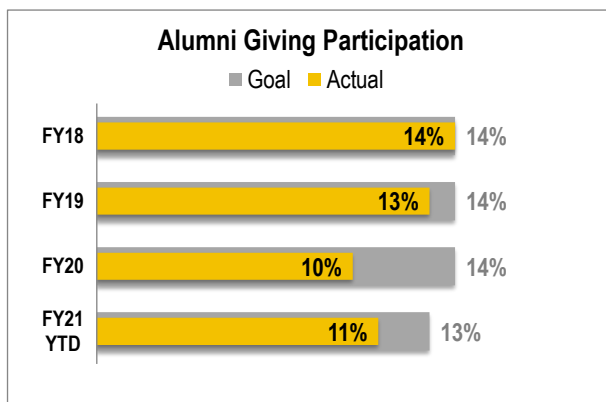
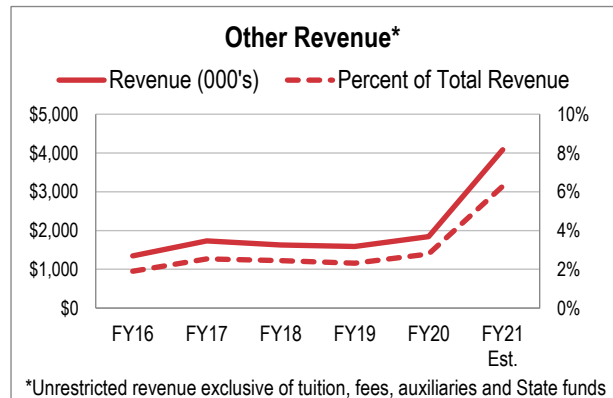
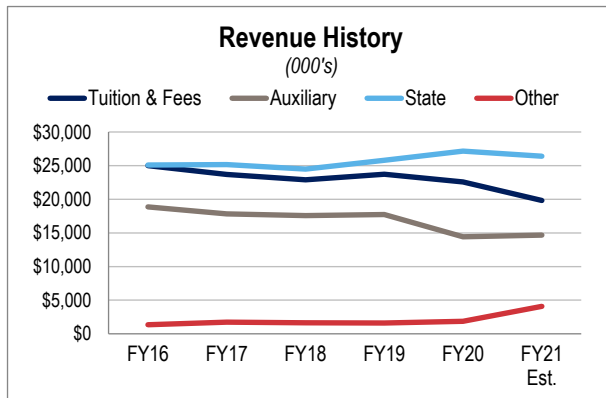
Fall 2020 figures based on final census (freeze) data, 9/14/2020



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Board of Trustees Dashboard - May 2021

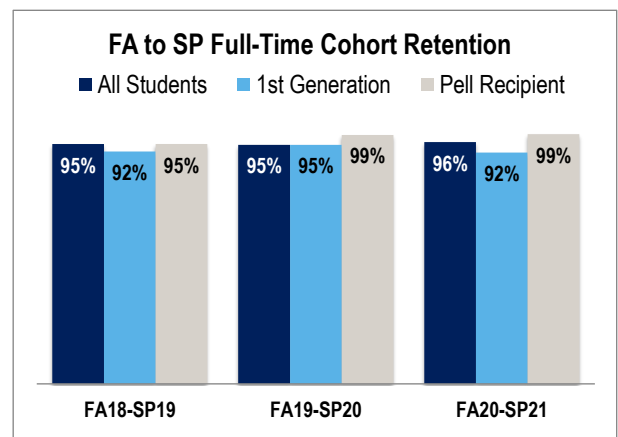
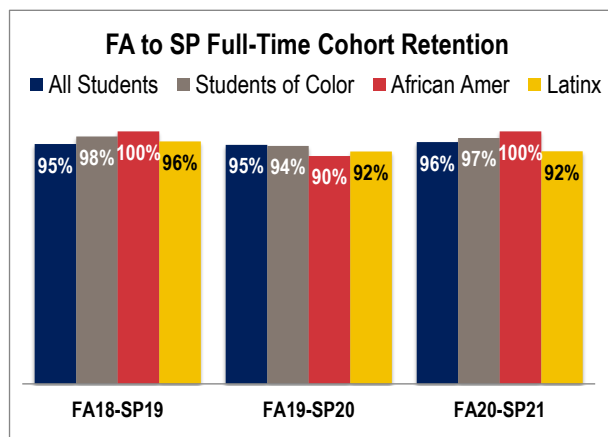
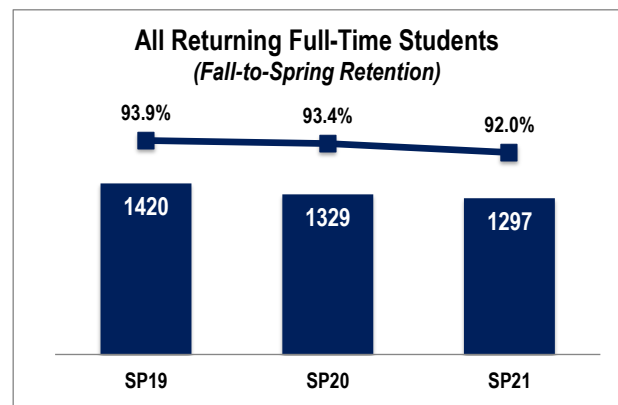
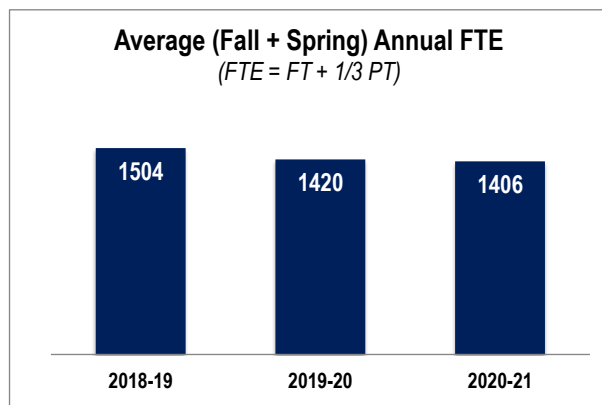
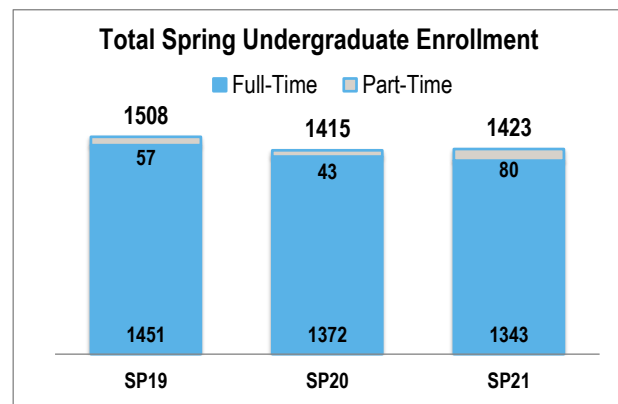
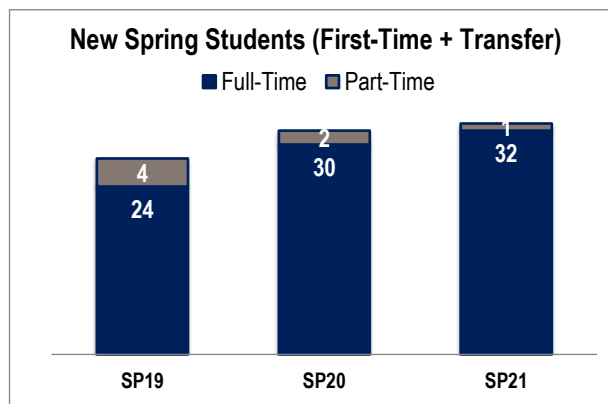
Revenue and Fundraising



Board of Trustees Dashboard - May 2021

Spring Semester Enrollment and Persistence

Spring 2021 figures based on final census (freeze) data, 2/15/2021



**BOARD OF TRUSTEES
BUSINESS AND FINANCE
FINANCE, INVESTMENT, AND AUDIT COMMITTEE**

**VICE PRESIDENT'S REPORT
MAY 7, 2021**

Business Office

FY22 Operating Budget Approval

The Governor and Legislature approved the FY22 operating budget for St. Mary's College of Maryland, resulting in a \$2.8M increase (10.3%) over the FY21 allocation. For FY22, the College will receive \$29.61M, which importantly includes the restoration of the \$2.055M previously cut from this fiscal year. Other increases were related to the FY22 inflator, the annualized COLA increases, a bonus for meeting the MHEC six-year graduation rate standard of 82%, and a supplemental increase approved by the Governor prior to close of the legislative session.

Higher Education Emergency Relief Fund (HEERF II and III)

The Higher Education Emergency Relief Fund II (HEERF II), authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Public Law 116-260, was signed into law by the former US President on December 27, 2020.

St. Mary's College of Maryland received supplemental HEERF II funding in the amount of \$1,716,025. From this total, we were required to provide \$586,878 in direct aid to needy students, similar to what was required from the initial CARES Act funding. The \$1,129,147 balance was used to defray institutional revenue losses resulting from the pandemic.

In March 2021 President Biden signed the HEERF-III Act, known as the American Rescue Plan (ARP), which provided another \$40B for higher education. It is anticipated that the College will receive approximately \$3M from this latest round of funding, with half required to go to needy students as financial aid grants and the other half used to defray expenses and lost revenue associated with COVID-19.

FY21 Financial Results to Date

Overall, actual revenue collections are 76% of the budgeted level, with auxiliary enterprises trailing expectations due to the lower than expected room and board counts on campus resulting from the impact of the COVID-19 pandemic. Actual expenditures for FY21 are approximately 70% of budgeted expectations. All expenditure categories fall within expectations for current-to-prior year comparison. However, the debt service payments (expenses) will be approximately \$560K higher this year versus last year with the removal of the prior year savings due to our refinancing action. Payroll expenditures are currently 10% higher than the prior year due to a combination of factors. First, the FY20 salary changes processed in January and March are now

fully in effect for all of FY21 and, secondly, March 2021 contained three pay-periods versus two pay-periods in the prior year.

FY22 Strategic Resource Initiative (SRI) Budgeting

The budget allocation process for FY22 utilizing the Strategic Resourcing Initiative (SRI) methodology is completed. Allocation decisions were reviewed by unit leadership and the Executive Council and approved by the President. All allocations are now posted to CARS, the College's financial system, for use.

FY21 COVID-19 Related Expenses

As of the end of April 2021, expenses directly related to COVID-19 prevention and mitigation exceeded \$1.5M. These expenditures relate to technology, distance learning, remote learning enhancements, PPE, cleaning and disinfecting supplies, Wellness Center medical personnel, surveillance testing, and signage. Of particular note are the costs associated with our increased surveillance testing for all students, faculty, and staff, and the NCAA requirement that all athletes and coaches must be tested twice weekly.

Human Resources/Payroll

FY21 COLA increase

In 2019 Governor Hogan authorized a 2% COLA wage increase for State personnel effective January 1, 2021. Per the College's approved legislation, the State provided the College with funds for half (1%) of the COLA increase. All permanent employees received this increase in their early March 2021 paycheck.

State Bonus Payment

Due to better-than-expected State revenue projections for FY21, Governor Hogan authorized a \$1,000 bonus for all permanent employees currently on payroll. This bonus was included in the April 28, 2021 pay period.

**BOARD OF TRUSTEES
FINANCE, INVESTMENT, AND AUDIT COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: May 7, 2021

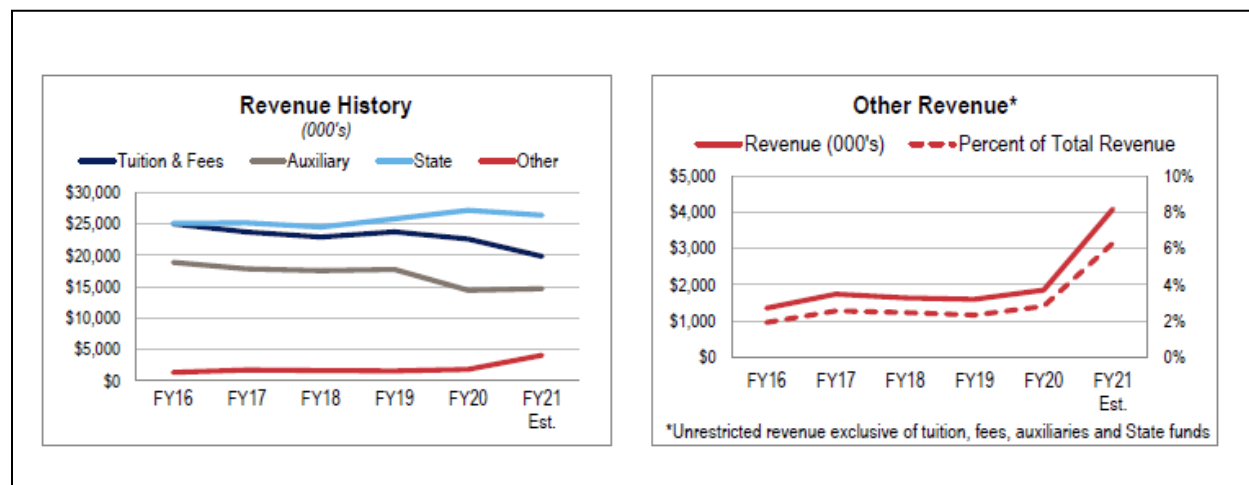
Date of Next Meeting: TBD

Committee Chair: John Wobensmith '93

Committee Members: Anirban Basu, Board Chair Lex Birney, Susan Dyer, Faculty Finance Delegate Liza Gijanto, Sven Holmes, President Tuajuanda Jordan, Harry Weitzel, Ray Wernecke, William Seale

Staff Member: Paul Pusecker

Dashboard Metrics



Executive Summary

FY21 Financial Results to Date

Actual revenue collections are 76% of the budgeted level with auxiliary enterprises trailing expectations due to the lower than expected room and board counts on campus resulting from the impact of the COVID-19 pandemic. Actual expenditures for FY21 are approximately 70% of budgeted expectations. All expenditure categories fall within expectations for current-to-prior year comparison. Note that debt service payments (expenses) will be approximately \$560K higher this year versus last year with the removal of the prior year savings due to our refinancing action. Payroll expenditures are currently 10% higher than the prior year due to a combination of factors. FY20 salary changes were processed in January and March and are now

fully in effect for all of FY21. Additionally, March 2021 contains three payrolls versus two payrolls in the prior year.

Higher Education Emergency Relief Fund II (December 2020) and American Rescue Plan Act of 2021 (March 2021)

The Higher Education Emergency Relief Fund II (HEERF II), authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), Public Law 116-260, was signed into law by the former US President on December 27, 2020. St. Mary's College of Maryland received supplemental HEERF II funding in the amount of \$1,716,025. From this total, we were required to provide \$586,878 in direct aid to needy students, similar to what was required from the initial CARES Act funding. The \$1,129,147 balance was used to defray institutional revenue losses resulting from the pandemic.

In March 2021, President Biden signed the HEERF-III Act, known as the American Rescue Plan (ARP), which provided an additional \$40B for higher education. It is anticipated that St. Mary's College of Maryland will receive approximately \$3M from this latest round of funding, with half required to go to needy students as financial aid grants and the other half used to defray expenses and lost revenue associated with COVID-19.

FY21 COVID-19 Mitigation Expenses to Date

As of the end of April 2021, expenses directly related to COVID-19 prevention and mitigation exceeded \$1.5M. These expenditures relate to technology, distance learning, remote learning enhancements, PPE, cleaning and disinfecting supplies, Wellness Center medical personnel, surveillance testing, and signage. Of particular note are the costs associated with our increased surveillance testing for all students, faculty, and staff, and the NCAA requirement that all athletes and coaches must be tested twice weekly.

Joint Investment Activities

An overview of the St. Mary's College of Maryland Foundation and the St. Mary's College of Maryland Endowment and Quasi Endowment portfolios are included in the meeting materials.

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

II.A. Approval of Non-Discrimination Procedures Policy

The Non-Discrimination Procedures Policy establishes procedures to address and investigate allegations of discrimination or harassment based on race, sex, gender, ability status, and other identity characteristics that are protected by law and included in the College's Non-Discrimination Policy. These procedures apply to students, faculty, and staff. The Procedures include provisions for a formal investigation process, as well as an Alternative Dispute Resolution process. Reports filed under these procedures would be managed under the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) and/or Human Resources.

II.B.1. Approval of FY22 Current Fund (Operating) Budget

Maryland law entrusts the development and approval of the operating budget for the College to the Board of Trustees. The proposed FY22 current fund budget will allow the College to continue its mission of providing a high quality, public, post-secondary education.

II.B.2. Approval of FY22 Plant Fund (Capital) Budget

The Committee will consider the proposed Priority A FY22 Plant Projects as shown in the attached schedule as the highest priorities. Background information is attached and includes a cost breakdown by priority categories and a listing of FY22 plant budget projects.

II.B.3. Approval of FY23-FY27 State Capital Budget Proposal

The proposed FY23-FY27 State-funded capital budget request includes funding of various Campus Infrastructure Improvements, funding for the design and initial renovation of the Montgomery Hall project, and construction funds for a limited renovation of Goodpaster Hall.



**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
FINANCE, INVESTMENT, AND AUDIT COMMITTEE
MEETING OF MAY 7, 2021**

**OPEN SESSION
AGENDA**

- I. DISCUSSION ITEMS (None)**
- II. ACTION ITEMS**
 - A.** Approval of Non-Discrimination Procedures Policy
 - B.** Approval of FY22 Budgets
 - 1. FY22 Current Fund (Operating) Budget
 - 2. FY22 Plant Fund (Capital) Budget
 - 3. FY23-FY27 State Capital Budget Proposal
- III. INFORMATION ITEMS**
 - A.** Dashboard
 - B.** FY21 Financial Results to Date
 - C.** Higher Education Emergency Relief Fund II (December 2020) and American Rescue Plan Act of 2021 (March 2021)
 - D.** FY21 COVID-19 Mitigation Expenses to Date
 - E.** Joint Investment Activities
 - F.** Reportable Procurement Items
 - G.** Minutes (Meeting of February 5, 2021)

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

**BOARD OF TRUSTEES
ST. MARY’S COLLEGE OF MARYLAND
FINANCE, INVESTMENT, AND AUDIT COMMITTEE**

ACTION ITEM 2021-33

APPROVAL OF NON-DISCRIMINATION PROCEDURES POLICY

RECOMMENDED ACTION

The Finance, Investment, and Audit Committee recommends approval, contingent on a favorable endorsement by the Campus Life Committee at its May 7, 2021 meeting, by the Board of Trustees, St. Mary’s College of Maryland, of the Non-Discrimination Procedures Policy.

RATIONALE

The Non-Discrimination Procedures Policy establishes procedures to address and investigate allegations of discrimination or harassment based on race, sex, gender, ability status, and other identity characteristics that are protected by law and included in the College’s Non-Discrimination Policy. These procedures apply to students, faculty, and staff. The Procedures include provisions for a formal investigation process, as well as an Alternative Dispute Resolution process. Reports filed under these procedures would be managed under the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) and/or Human Resources.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
FINANCE, INVESTMENT, AND AUDIT COMMITTEE**

ACTION ITEM 2021-34

**RECOMMENDATION TO APPROVE THE FY22
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 the attached operating (current fund) budget for FY22.

RATIONALE

Maryland law entrusts the development and approval of the operating budget for the College to the Board of Trustees. Authorization of the attached FY22 current fund budget will allow the College to continue its mission of providing a high quality, public, post-secondary education.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
FINANCE, INVESTMENT, AND AUDIT COMMITTEE**

ACTION ITEM 2021-35

APPROVAL OF THE FY22 PLANT FUND (CAPITAL) BUDGET

RECOMMENDED ACTION

The Finance, Investment, and Audit Committee, contingent on a favorable endorsement from the Technology, Buildings, and Grounds Committee at its May 7, 2021 meeting, recommends approval by the Board of Trustees, St. Mary's College of Maryland, of the proposed FY22 Plant Budget in the amount of \$1.365M. The sole source of funding comes from the student facility fee. The Finance, Investment, and Audit Committee will review these Priority A FY22 Plant projects and recommend approval at its May 7, 2021 meeting.

RATIONALE

The Technology, Buildings, and Grounds Committee is charged with the responsibility to establish priorities for capital projects. The Committee will consider the proposed Priority A FY22 Plant Projects as shown in the attached schedule as the highest priorities. Background information is attached and includes a cost breakdown by priority categories and a listing of FY22 plant budget projects.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
FINANCE, INVESTMENT, AND AUDIT COMMITTEE**

ACTION ITEM 2021-36

APPROVAL OF THE FY23-FY27 STATE CAPITAL BUDGET PROPOSAL

RECOMMENDED ACTION

The Finance, Investment, and Audit Committee recommends approval, contingent on a favorable endorsement by the Technology, Buildings, and Grounds Committee at its May 7, 2021 meeting, by the Board of Trustees, St. Mary's College of Maryland, of the attached FY23-FY27 State Capital Funding Proposal. The Finance, Investment, and Audit Committee will review this proposed capital budget submission and recommend approval at its May 7, 2021 meeting.

The proposed FY23-FY27 State-funded capital budget request includes funding of various Campus Infrastructure Improvements, funding for the design and initial renovation of the Montgomery Hall project, and construction funds for a limited renovation of Goodpaster Hall.

RATIONALE

The attached chart summarizes our FY23-FY27 State Capital Budget request and provides a comparison to the Governor's Five-Year Capital Improvement Plan. Details follow below:

New Academic Building and Auditorium

Construction of this new 31,159 net square foot academic complex will be completed in FY22 (anticipated May 2022). The two new buildings will be put into service for the fall 2022 semester. The State generously provided \$79.1M for this project, which also included the Jamie L. Roberts Stadium construction and the installation of the Commemorative to Enslaved Peoples of Southern Maryland. No further request for funding from the State is needed.

Campus Infrastructure Improvements

This budget continues to fund infrastructure improvements annually in multiple phases. The FY23 allocation of \$1.5M will fund the Campus Center roof replacement and the removal of underground fuel storage tanks.

Additional highlighted projects proposed for FY24-27 include the Kent Hall HVAC upgrades, north campus nodal loop automation upgrades, Schaefer Hall fume hood replacement, masonry restoration and slate roof replacement for the historic campus area, and other projects. The total request for infrastructure projects in FY23-27 is \$10.5M.

Montgomery Hall Renovation

Montgomery Hall was constructed in 1979 and currently supports programs in English and the fine and performing arts. Except for the Bruce Davis Theater renovation in 2008, only minor renovations and cosmetic improvements have been done to the building. The College has prioritized Montgomery Hall as the next campus building in need of significant capital funding for renovation.

The 40-year-old structure requires considerable renewal to its systems and updating in support areas, as well space reconfigurations to support and accommodate current deficiencies and future pedagogical needs. The relocation of the Music Department to the New Academic Building and Auditorium in 2022 will enable the College to reallocate that space to other programs.

The Governor's CIP has recommended \$1.5M for design in FY25. We are further requesting \$10.0M in FY26 to complete design and start renovation, and the final \$25.5M in FY27 construction funds to complete the renovation.

Goodpaster Hall Renovation

Relocation of the Educational Studies program into the New Academic Building and Auditorium project will allow STEM facilities to expand within Goodpaster Hall. As the overall condition of Goodpaster Hall is very good, the renovations are limited to the space vacated by Educational Studies and will provide needed teaching and research lab spaces.

The College proposes to fund \$0.11M for design from its FY22 Plant Budget to help support the \$1.9M in State construction funding now budgeted in FY23.

**BOARD OF TRUSTEES
FINANCE, INVESTMENT, AND AUDIT COMMITTEE**

**OPEN SESSION
MINUTES**

Date of Meeting: February 5, 2021

Status of Minutes: Approved February 24, 2021

Finance, Investment, and Audit Committee Members Present: Committee Chair John Wobensmith '93, Board Chair Lex Birney, Susan Dyer, Faculty Representative Liza Gijanto, Sven Holmes, President Tuajuanda Jordan, William Seale, Harry Weitzel, Ray Wernecke

Committee Members Absent: Anirban Basu

Staff Member: Paul Pusecker

Others Present: Nicolas Abrams '99, Carlos Alcazar, Betsy Barreto, John Bell '95, Alice Bonner '03, Fatima Bouzid '22, Anne Marie Brady, Peter Bruns, Donny Bryan '73, Kelsey Bush, Paula Collins, Carolyn Curry, Michael Dougherty, Peg Duchesne '77, Susan Dyer, Judy Fillius '79, Elizabeth Graves '95, Mary Grube, Gail Harmon, David Hautanen, Glen Ives, Shannon Jarboe, Larry Leak '76, Doug Mayer '04, Shana Meyer, Dan Pindell '10, Jennifer Sivak, Janna Thompson, Danielle Troyan '92, Christopher True, Harry Weitzel, Ray Wernecke, Libby Williams, Anna Yates, Derek Young

Executive Summary

Finance, Investment, and Audit Committee Chair John Wobensmith '93 called the open session meeting to order at 10:59 a.m. The meeting took place via videoconference.

Information Items

FY21 Financial Results to Date

Actual revenue collections are 67% of the budgeted level. Actual expenditures for FY21 are approximately 45% of budgeted expectations. All programs of expenditures fall within expectations for current-to-prior year comparison.

Higher Education Emergency Relief Fund II (HEERF II)

The Higher Education Emergency Relief Fund II authorizes \$81.88 billion in support for education, in addition to the \$30.75 billion the former Secretary of Education provided last spring through the Coronavirus Aid, Recovery, and Economic Security. St. Mary's College of Maryland will receive supplemental HEERF II funding in the amount of \$1,716,025. From this total, we are required to provide \$586,878 in direct aid to needy students, similar to what was required from the initial CARES Act funding. The \$1,129,147 balance may be used to defray institutional expenses resulting from the pandemic.

Cash Reconciliation at Year-End Update

The College's financial statements auditor, Clifton, Larson, Allen, LLP, issued a management letter with a finding that noted the lack of a reconciliation between the main cash account on the College's financial system to the cash reported on the State financial system. Reconciliation between the two systems is now complete for the fiscal year ending June 30, 2020. This reconciliation methodology and process has been reviewed and approved by the lead auditor. As of January 15, 2021, College accounting staff continues to refine the reconciliation procedures to be completed each month going forward.

FY21 COVID-19 Mitigation Expenses to Date

The College continues to closely monitor and track all FY21 COVID-19 related expenses for potential reimbursements. An accounting of COVID-19 related expenses was included in the meeting material. The College expects that the total FY21 COVID-19 mitigation expenses will exceed \$1M, partially due to increased frequency of surveillance testing for all students, faculty, and staff, the NCAA requirement that all athletes must be tested twice weekly, and additional purchases required to ensure campus mitigation efforts and safety.

Action Items

II.A. Approval of the FY22 Tuition, Fees, Room, and Board Rates

The Committee reviewed the recommended FY22 student rates for tuition, fees, room, and board, which proposed that tuition and fees remain equal to FY21 rates and an increase of 2% for room and board (dining) rates for FY22. These rates would apply to all Maryland resident undergraduate students, for non-resident undergraduate students, for DC resident undergraduate students, and for MAT students. The objective of not increasing tuition and fees for FY22 is to encourage affordable enrollment growth and start to close the tuition price gap between St. Mary's College of Maryland and the University of Maryland, College Park. A motion to approve the action item was made by Committee Chair John Wobensmith '93. The motion was seconded and the action was approved unanimously.

The meeting adjourned at 11:05 a.m.



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
REPORT SUMMARY**

Date of Meeting: May 7, 2021

Date of Next Meeting: TBD

Committee Chair: Peter Bruns

Committee Members: Board Chair Lex Birney, Paula Collins, President Tuajuanda Jordan, Larry Leak '76, William Seale

Staff Member: Michael Wick

Faculty Members: Elizabeth Nutt Williams, Lindsay Jamieson

Dashboard Metrics: N/A

Executive Summary:

Discussion Items

Faculty Senate Report

Dean of Faculty Report

Information Items

Revision to the Academic Judicial Procedures

Minutes of February 5, 2021

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

III.A. Recommendation to Approve 2021 Candidates for Graduation



**ACADEMIC AFFAIRS COMMITTEE
MEETING OF MAY 7, 2021**

**OPEN SESSION
AGENDA**

- I. CALL TO ORDER**
- II. DISCUSSION ITEMS**
 - A.** Faculty Senate Report
 - B.** Dean of Faculty Report
- III. ACTION ITEM**
 - A.** Recommendation to Approve 2021 Candidates for Graduation
- IV. INFORMATION ITEM**
 - A.** Revision to the Academic Judicial Procedures
 - B.** Meeting Minutes of February 5, 2021

The committee expects to close a portion of this meeting.

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS**

PROVOST REPORT

LEAD CORE CURRICULUM IMPLEMENTATION

Implementation of the LEAD Core Curriculum is moving forward. A steering committee, *LEAD Implementation Team (LIT)*, is overseeing the implementation.

PROFESSIONAL PATHWAY PROGRAM

Fall 2020 marks the first time all first-year students are required to participate in the credit-bearing Professional Pathway Program. This section provides additional details on the design of the Pathway and what students experience within it.



Figure 1: The Career Development Cycle

Figure 1 illustrates the traditional career development cycle involving progression through six stages of development. The cycle is the industry standard in career development and serves as the basis for the Professional Pathway Program at St. Mary's College of Maryland.

CORE-P 101 focuses primarily on the stages 1-2 of the career development cycle. This occurs through reflection and informational interviews with more advanced students and alumni. These assignments begin to lean into stages 3-4 as students develop their professional communication skills and begin to apply that developing skill set in networking conversations and on their resume.

CORE-P 102 continues the self-assessment and exploration stages. However, the primary focus shifts to stages 3-4 as students practice interview skills as part of their preparation for stage 5. A key focus for CORE-P 102 is supporting students as they develop well informed, meaningful summer plans. When

students are intentional about summer plans, they will often participate in volunteer programs, secure a summer job, enroll in a summer class or even participate in an entry level internship.

CORE-P 201 is a unique hybrid, work-based learning course that places students in an externship. The placement guarantees students the ability to engage in stage 5 of the career development cycle. The externship is accompanied by a series of reflections which restart the cycle. The externship simultaneously acts as an internship recruitment pipeline for participating employers and removes many of the traditional barriers that prevent students from participating in internships.

Of particular note is CORE-P 201's use of the "externship" model of student employment. The externship model is designed to remove barriers to internship participation by facilitating student-employer engagement which is centered on professional development of the student. Unlike internship placement where the employer selects an intern based on interviews, with an externship, the Career Development Center matches externs with employers based on placement eligibility criteria. By removing the employer selection dynamic from placement, all students in CORE-P 201 have the opportunity to be placed with an employer for the sole purpose of the student's own professional development and growth.

Overall, the CORE-P courses have received widespread support from the students. For Fall 2020, the inaugural entering class with CORE-P requirements, CORE-P 101 outperformed the vast majority of other 100-level courses in positive responses to two student survey questions: 1) Rate the overall quality of this course; and 2) Do you feel course objectives were accomplished? Figure 2 summarizes the results of these two questions across all 100-level courses offered in Fall 2020. The red line indicates the performance of the CORE-P course.

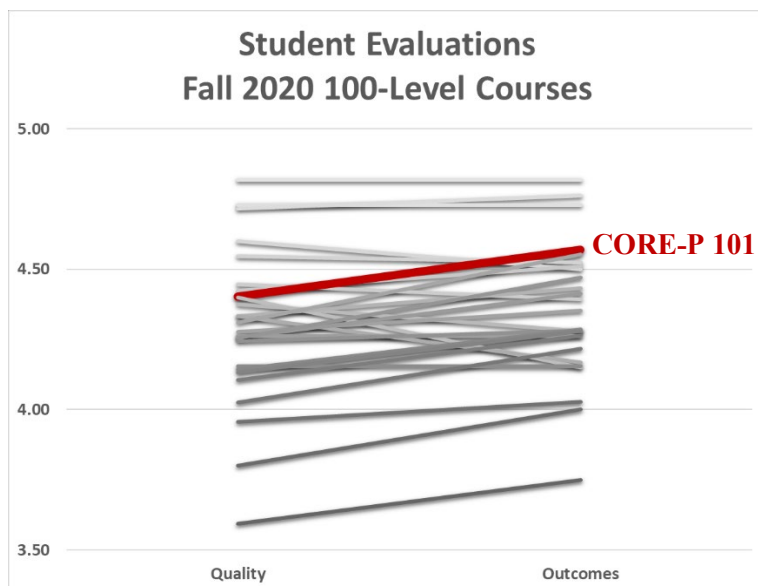


Figure 2: Average Student Evaluations of CORE-P 101 Versus All Other 100-Level Courses by Prefix (5-Point Scale: 1 lowest to 5 highest)

Clearly students are finding the course to be of high quality and firmly aligned with its student learning outcomes. We anticipate similar results for CORE-P 102 and CORE-P 201.

UPDATE ON NEW PROGRAMMING

As the Board is aware, Task Force 2 (TF2) recommended the addition of six new programs to the College; four of the programs are academic majors (Applied Data Science, Business Administration, Marine Science, and Neuroscience) and two are co-curricular programs (Track and Pep Band).

NEW ACADEMIC PROGRAMS

Figure 3 provides the current status of the academic majors. The yellow highlighted cells indicate the accomplishments since the February Board meeting. As you can see, the Neuroscience and Marine Science proposals have been submitted to the Maryland Higher Education Commission (MHEC). We anticipate approval by late April 2021. Both programs are being advertised to perspective students as “pending MHEC approval.”

1	Faculty Development Phase	Program	Developed by Faculty	Recommended by CRC	Submitted to Faculty Senate	Recommended by Faculty
		Applied Data Science	X	X	X	Fall 2021
		Business Administration	X	X	X	Fall 2021
		Marine Science	X	X	X	X
		Neuroscience	X	X	X	X
2	Administrative Review Phase	Program	Recommended by Provost	Recommended by President	Presented to Board	Approved by Board
		Applied Data Science	Fall 2021	Fall 2021	October, 2021	October, 2021?
		Business Administration	Fall 2021	Fall 2021	October, 2021	October, 2021?
		Marine Science	X	X	X	X
		Neuroscience	X	X	X	X
3	Maryland Approval Phase	Program	MHEC Proposal Developed	Submitted to MHEC	Approved by MHEC	Anticipated Start
		Applied Data Science	Fall 2021	Fall 2021	Fall 2021	Fall 2022
		Business Administration	Summer 2021	Summer 2021	Fall 2021	Fall 2022
		Marine Science	X	X	Spring 2021	Fall 2021
		Neuroscience	X	X	Spring 2021	Fall 2021

Added to Course Catalog as Pending Approval

Figure 3: New Academic Program Status

Progress on the Applied Data Science major and the Business Administration major has been slower than planned. The issues and challenges of each are discussed below.

Applied Data Science

The curriculum for Applied Data Science was approved by the Curriculum Review Committee (CRC) and forwarded to the Faculty Senate for approval. The Faculty Senate had concerns over the design of the curriculum, particularly the modest required set of core courses and the broad array of “application areas.” The Provost’s Office had already been in preliminary discussions with a national data science expert (Jamie Benoit ’93, President of FedData) concerning the technology infrastructure necessary to support the program. The Faculty Senate asked that the provost also discuss the curricular design with Mr. Benoit. The curriculum proposal has been shared with Mr. Benoit and we are awaiting his review.

The technology infrastructure necessary to support a robust Applied Data Science program is also a complicating factor. The program will require a dedicated 100 Gigabit fiber optic network connection, a disk farm for data storage and retrieval, and high-performance computer stations for analysis of the data. 100 Gigabit fiber optic service is not available in the area and would need to be built from scratch. The estimated cost is up to \$5M. The physical space for the disk farm capable of storing and accessing huge data sets will require investment in dedicated power, HVAC systems, raised floors, dropped ceilings, fire suppression systems, and a secondary generator. The estimated cost is up to \$1.5M. The disk farm itself, with its array of routers, switches, firewalls, servers, and heightened security will be expensive and beyond the expertise currently available at the College. The equipment cost is estimated at over \$1M.

A scaled back version of the program will be necessary. The specifics will depend on the final design of the curriculum. Further conversations with Mr. Benoit are planned after which the Applied Data Science steering committee will be tasked with proposing a compromise program that meets industry needs but that is feasible within the financial constraints of the College.

Business Administration

The Business Administration program has also experienced delays but of a different nature than the Applied Data Science program. Recall that the Provost's Office hired two faculty members from the Economics Department to devise a Business Administration curriculum appropriate to a liberal arts college. The proposed curriculum was comprised of almost exclusively ECON and BADM courses. The CRC requested that the curriculum be broadened in its connection to the liberal arts. The authors responded with electives that could be included in the program. The CRC approved the revised curriculum and forwarded the program to the Faculty Senate. The Faculty Senate continued to have concerns that the proposed curriculum did not adequately connect to the broader liberal arts curriculum of the College and asked the authors to again revise the curriculum. Working with the Provost's Office, the authors solicited possible connections from the chairs of the academic departments. Based on the responses, the authors revised the curriculum again. The revised curriculum will be considered at the next meeting of the Faculty Senate on May 6th just prior to the Board of Trustees' May meeting. The Provost will provide a verbal update to the Academic Affairs Committee on May 7th.

NEW CO-CURRICULAR PROGRAMS

As noted at the February meeting of the Academic Affairs Committee, progress on the Pep Band has been interrupted by COVID-19 and will likely not continue until the summer or fall of 2021.

Progress on the new Track program has been considerable. As mentioned at the February meeting, the College has hired the inaugural Director of Cross-Country and Track & Field, Reava Potter. As Director Potter prepares the team for its inaugural season, she continues to recruit highly qualified student-athletes from all over the country. As of this writing, seven student-athletes from Maryland have submitted their deposits. An additional eight student-athletes are still actively being recruited and are close to committing to the College. These recruits are from Florida, Alabama, New York, Pennsylvania, and Maryland. The deposited students and the additional eight recruits are composed of eight students of color, six female students, and nine male students. Yet another fifteen recruits are planning to visit the campus in the coming weeks.

UPDATE ON THE IMPLEMENTATION OF THE PIVOT RECOMMENDATIONS

The implementation of the Pivot recommendations has moved forward largely as planned with a couple of exceptions. The Board approved the program eliminations at its February meeting. Severance agreements with the departing faculty members continue to be refined and will not be discussed in detail here. The curricular and infrastructure portions of the Pivot recommendations are discussed in turn below.

ACADEMIC PROGRAM ADMINISTRATIVE STRUCTURE REVISION

The Pivot recommendations included replacing the current department chair structure with a division chair structure to reduce overhead and return 16 sections back to the classroom. The specific recommendation called for the formation of three divisions, each with a Division Chair and an Associate Chair for administrative oversight. The Division Chair would teach one course per academic year (five course releases) and the Associate Chair would teach one course per semester (4 course releases).

The Faculty Senate voiced concern over the lack of faculty voice in the restructuring proposal. Provost Wick agreed to consider input from the faculty. The Faculty Senate conducted a survey to gather feedback from the faculty. The survey garnered responses from 31 faculty members (out of 539 survey recipients) and was summarized as presenting a set of four possible restructuring models in ranked order as described below.

1. Three divisions each with a Division Head who would teach half-time during the academic year (3 course releases). Within each division, Program Chairs would have administrative oversight of clusters of academic programs. Four course releases would be shared annually across all Program Chairs within each division.
2. Expansion of the Building Facility Coordinator (BFC) position to provide administrative oversight for the programs housed in each building. Currently one faculty member is identified per academic building to serve as BFC and is compensated at \$500 per academic year.
3. Form affinity pairs of academic programs with administrative oversight provided by a faculty member teaching four courses per year (two course releases per pair of programs).
4. The Provost's recommendation of three divisions with Division Chairs and Associate Chairs.

The Faculty Senate also recommended that additional explanation for the urgency of the restructuring be expressed to the faculty as a whole.

Provost Wick is currently reviewing the survey responses and plans to move forward with a restructuring during the coming academic year.

HUMANITIES-BASED CORE 101 REVISION

The Pivot recommendations included the elimination of several majors and minors offered at the College. The Humanities were overrepresented in the list of eliminations. As such, the recommendations also included a new curricular role for the Humanities, namely a revision of the CORE 101 curriculum to focus on a humanities-based experience. CORE 101 is a required first-year seminar, writing-intensive course that all incoming students must take and, as such, offers a meaningful curricular presence for the humanities in the education of our students.

The Provost's Office has charged the Faculty Senate with establishing a Workgroup for a Humanities-based First-Year Seminar (Workgroup). The Workgroup will submit a report to the Office of the Provost by December 1, 2021. The specific charge for the Workgroup includes the following:

- Develop a shared purpose for teaching humanities content in Core Seminars-- one that emphasizes the relevance of the humanities
- Draft learning outcomes for the humanities content of this course
- Work closely with the College Writing and Speaking Center to ensure writing instruction is a central and uniform foundation of CORE 101
- Draft guidelines and policies for allowing designated Core Seminar sections to count toward a major or minor
- Identify opportunities to share texts or other content across thematically linked sections
- Outline training needs for faculty teaching humanities-focused Core Seminars
- Create a first-year pedagogy tool kit that allows instructors to develop teaching strategies that best meet the needs of a diverse range of first year and transfer students
- Discuss strategies for promoting the new Core Seminar model with marketing/web Services

Pending faculty approval, the new curriculum will be piloted during the 2022-2023 academic year and become a permanent curricular element thereafter.

ACADEMIC PROGRAM ARRAY REVISION

The Board of Trustees, based on the Pivot recommendations, discontinued eleven majors and ten minors effective with the incoming class of 2021. All existing students declared in these programs have been assigned a transition advisor and will be able to complete their program requirements by the end of the 2022-2023 academic year. Because the sole German professor is departing the College at the completion of this academic year, students wishing to complete either a German major or minor have been allowed to register for online or in-person classes offered by other institutions of higher education that align with the requirements and expectations of the St. Mary's College German programs. The College is paying the per-credit tuition for students to take these courses at other institutions and transferring the credits back to the College.

The elimination of programs and the concomitant reduction in faculty has impacted seat availability for incoming students. This is expected during the interim while existing students are offered the upper-division courses required to complete their program requirements despite reductions in faculty. Figure 4 provides a projection of seat demand for incoming students versus seats available based on the submitted Fall 2021 class schedule.

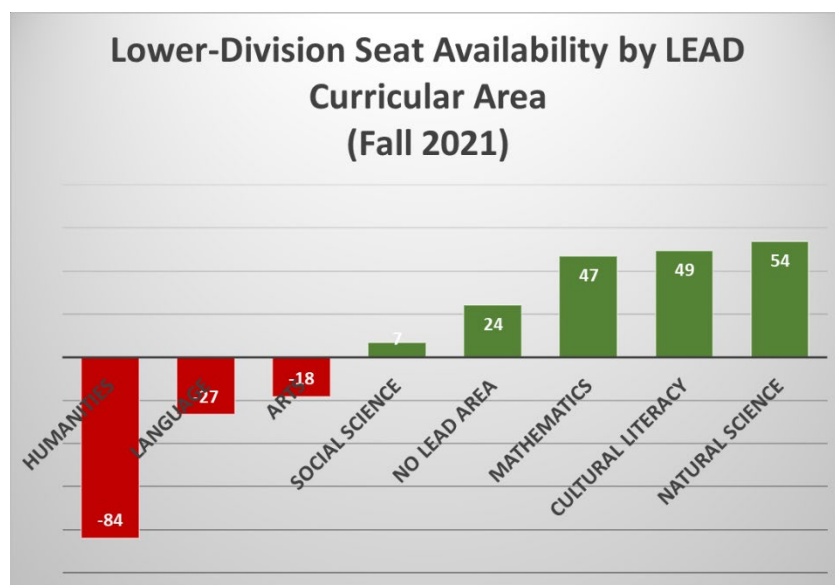


Figure 4: Seat Availability for Incoming Students in Fall 2021.

The College has invested additional adjunct lines to meet the seat availability challenges in the Humanities, Languages, and Arts. In addition, changes in section sizes and instructor assignments are under consideration in two disciplines with particularly high unmet seat demand: Philosophy and History.

A NEW PERFORMING ARTS MAJOR

The Pivot recommendations also included the elimination of the Music and Theater individual majors and the development of a new Performing Arts major. The Provost's Office charged the faculty of Music and the faculty of Theater to work together to propose the new major. Faculty from both departments have been cooperative but major differences in the vision of the new program still exist. The Provost's Office has provided the group with example curricula from other institutions in hopes of stimulating new creativity in thinking. Work on the design of the new major will continue over the summer.

STUDENT SUCCESS DURING COVID-19

As the 2020-2021 academic year ends, it is important to reflect on and react to any discernable negative impact on student learning. To ascertain this impact, the Office of Institutional Research conducted a comparison on standard student success markers for the Fall 2019 and Fall 2020 semesters (Spring comparisons are not yet available).

One measure of student success is the ratio of credits completed to credits attempted. Figure 5 shows the ratio of completed credits to credits attempted by class standing for both Fall 2019 and Fall 2020.

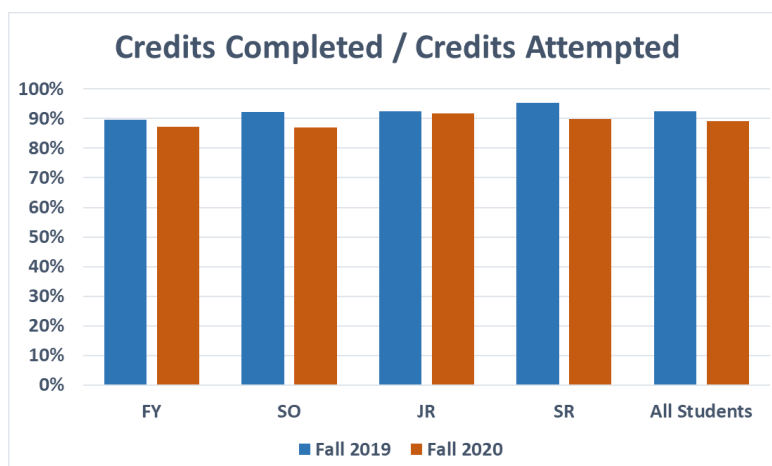


Figure 5: Ratio of Credits Completed over Credits Attempted by Class Standing

Overall, students completed 89% of the credits attempted during Fall 2020 versus 92% during Fall 2019. Seniors and Sophomores showed the greatest decline of approximately 5% each. As one would expect, Figure 6 shows that Seniors and Sophomores also earned fewer credits in Fall 2020 than Fall 2019, indicating that student progression toward graduation for these students was negatively impacted during the pandemic. Student progression for Frosh and Junior students was largely not impacted.

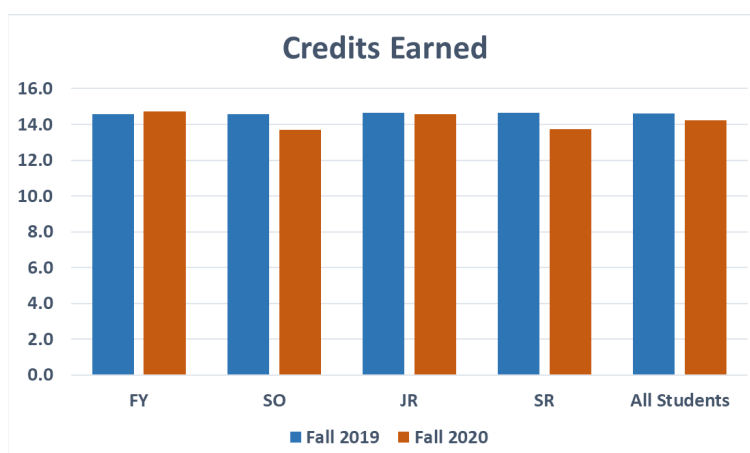


Figure 6: Credits Earned by Class Standing

Fortunately, the Winterim session offered following the Fall 2020 semester provided an opportunity for all students, but particularly Sophomores and Seniors, to catch up on credit progression. Figure 7 shows that with the addition of Winterim credits, students earned more credits in Fall 2020 (with Winterim) than in Fall 2019. For Sophomores and Seniors, this almost completely erased the impact of fewer credits earned in Fall 2020 alone.

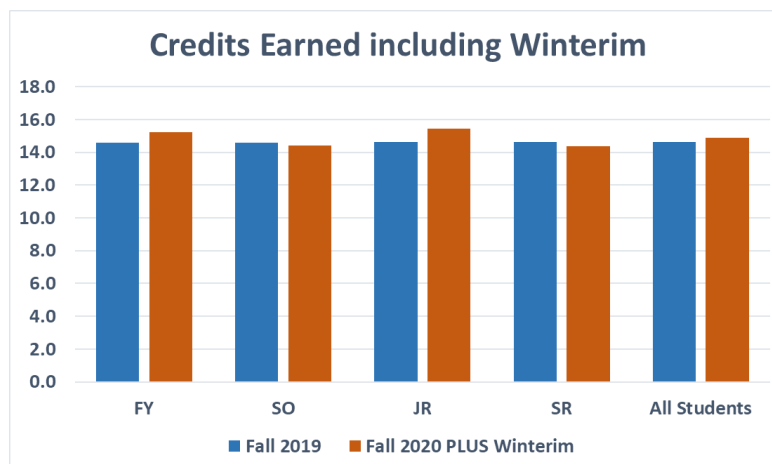


Figure 7: Credits Earned by Class Standing Including Winterim

Therefore, careful analysis of the student registration data demonstrates that while students completed fewer credits during the Fall 2020 term, the addition of the Winterim term was an effective intervention to prevent lasting credit progression concerns.

However, was student performance within the courses they completed negatively impacted by the pandemic? Figure 8 provides a partial answer by looking at the average GPA for courses completed during Fall 2019 versus Fall 2020.

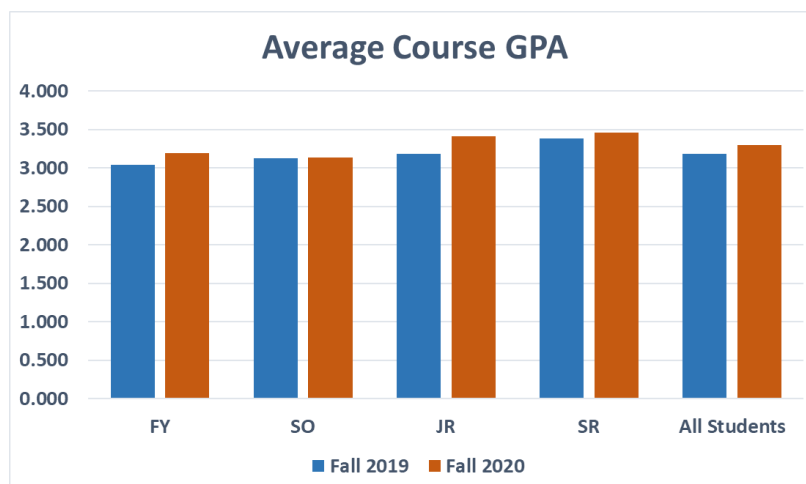


Figure 8: Average Term Grade Point Average by Class Standing

While students completed fewer credits during Fall 2020 compared to Fall 2019, course performance increased overall. While there are many possible factors, it is reasonable to interpret this data as suggesting that under the pandemic conditions, students enrolled in fewer courses but did better in the courses they completed.

One final comparison sheds additional light on the possible impact of the pandemic on student learning. At St. Mary's College, all Frosh students are required to take CORE 101, the first-year seminar with an

emphasis on writing instruction. Figure 9 illustrates the difference in the percentage of students passing CORE 101 in Fall 2019 versus Fall 2020, essentially showing no difference between the two terms.

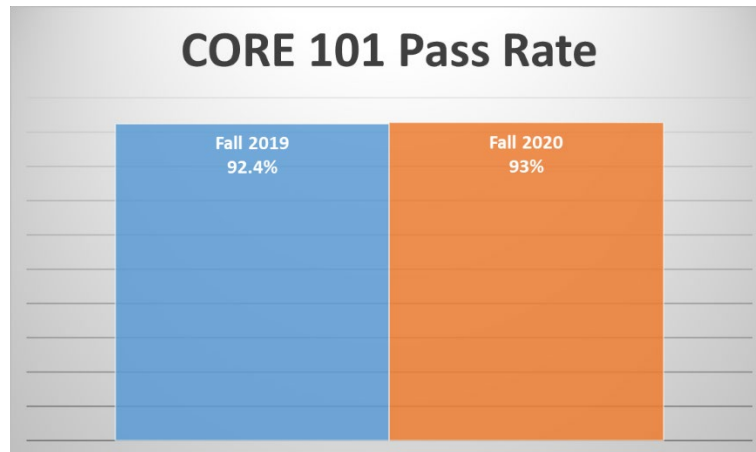


Figure 9: CORE 101 Pass Rate

The bottom line, therefore, is that the pandemic has negatively impacted student progression but that the actions of the College, specifically adding the Winterim term, has largely offset that negative impact.

1 **BOARD OF TRUSTEES**
2 **ACADEMIC AFFAIRS**

3
4 **INFORMATION ITEM**

5
6 **REVISION TO THE ACADEMIC JUDICIAL PROCEDURES**

7 **BACKGROUND**

8 The College's Academic Misconduct procedures are included in the student handbook *To The Point*.
9 Instances of academic misconduct are handled by the Associate Dean of Faculty. Over the last several
10 years, the number of alleged incidents submitted to the Associate Dean of Faculty has increased
11 significantly, primarily as a result of a couple cases of mass misconduct within a handful of courses. The
12 increased workload has motivated some procedural changes designed to clarify the process, expand the
13 capacity of the office to handle the increased load, and to provide appropriate oversight authority to the
14 Associate Dean of Faculty.

15 **EXECUTIVE SUMMARY OF CHANGES**

16 The full text of the revised procedure, including changes tracked from the current procedure, is included
17 with this document. A clean version of the resulting procedures is also attached for clarity. Here we
18 provide a broad overview of the changes and their rationales.

19 **CLARIFY PROCESS TO STUDENTS**

20 The existing language did not clearly articulate the responsibilities of each participant in the process.
21 Ambiguous passive voice was replaced with active voice and a visual flowchart was added for students
22 whose learning style is more visual. Salient features of the new procedures include:

- 23 • clarification of each party's responsibility within the process; and
24 • codification of transparency requirements to ensure all parties are aware of all written material
25 used in the case;
26 • allowance for ADA accommodations within the judicial process;
27 • restriction of the hearing body from considering past suspected misconduct;
28 • articulation of operating procedures in cases allegedly involving multiple students;
29 • clarification of the role of witnesses and invited guests in the judicial process.

30 **CLARIFY RECORD KEEPING AND USE**

31 A new section was added to the procedures, Section 2, clarifying the expectations for record keeping and
32 use of those records moving forward. Salient features of the new procedures include:

- 33 • articulation of the purpose for record keeping in the office;
34 • alignment of the record keeping with Maryland record keeping laws; and
35 • articulation of Associate Dean's authority to share case information as necessary with parties
36 involved in facilitation of final sanctions (e.g., the Registrar's Office).

STRENGTHEN ROLE OF ASSOCIATE DEAN OF FACULTY IN FINDINGS OF RESPONSIBILITY AND/OR SANCTIONS

The existing procedures have the unintended consequence of blocking action by the Associate Dean in unusual cases such as cases communicated directly to the Associate Dean by observers or actions taken by parties involved that fall outside the approved process. Salient features of the new procedures include:

- expansion of the Associate Dean's authority to initiate the process based on credible evidence;
- expansion of the Associate Dean's authority to overrule findings and sanctions for only the most compelling reasons;

INCREASE CAPACITY OF HEARING COMMITTEE

The existing procedure membership requirements for the Hearing Committee to be drawn from a specific pool of faculty candidates. The revised procedure removes this restriction and allows the Associate Dean to establish a Hearing Committee using any members of the faculty that satisfy the participation requirements (e.g., no two members from the same department).

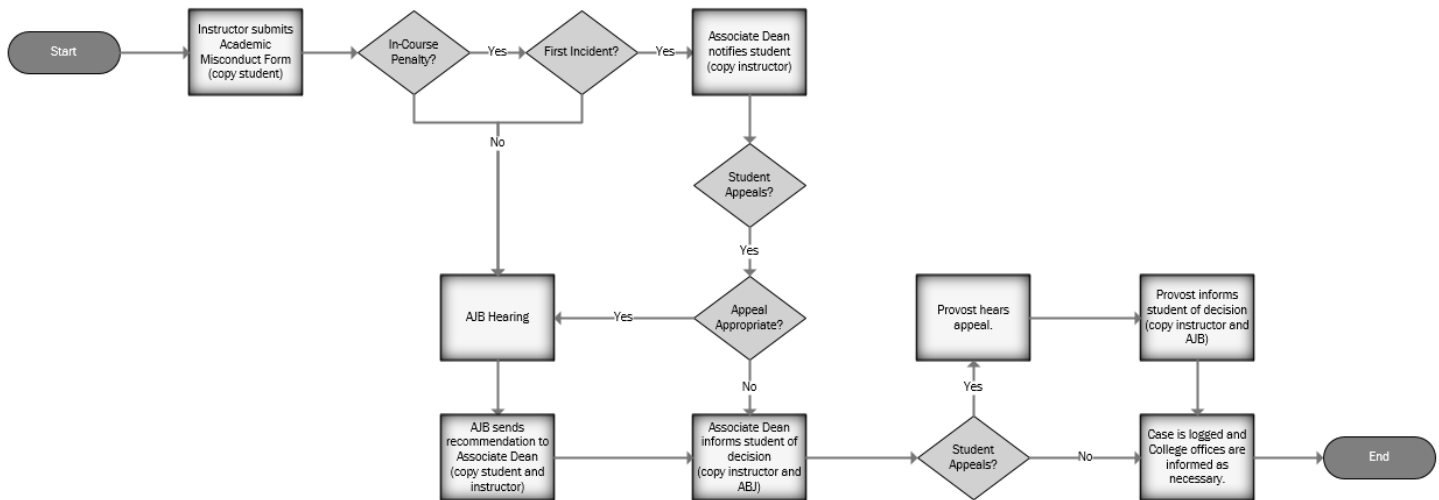
50 **FULL REVISION TEXT INCLUDING TRACK CHANGES**

51 **JUDICIAL PROCEDURES FOR ACADEMIC MISCONDUCT**

52 **Article III – Procedures For Academic Misconduct**

53 St . Mary’s College of Maryland is committed to the ideals of honesty, personal integrity,
54 and mutual trust. Academic integrity is a responsibility of all students, members of the
55 faculty, and administrative officers. All students are expected to uphold the highest
56 ideals of academic integrity throughout their career at St . Mary’s. The following policy
57 has been adopted for fair judgment in cases of suspected academic misconduct.
58 Students who commit acts of academic misconduct (see “Definitions of Academic
59 Misconduct” below) are subject to in-class penalties imposed by the instructor and to a
60 hearing before the Academic Judicial Board with possibilities of additional penalties.
61 See the “Code of Student Rights and Responsibilities” included in this student
62 handbook.

Flowchart: What happens when a student is written up for academic misconduct?



Section 1: Definitions of Academic Misconduct

Academic misconduct may include, but is not limited to, the following acts:

1. Cheating

Cheating involves dishonest conduct on work submitted for assessment. Specific instances of cheating include, but are not limited to, the following:

- Assisting another student or receiving assistance from anyone to complete quizzes, tests, examinations, or other assignments without the consent of the instructor.
- Using aids unauthorized by the instructor to complete quizzes, tests, examinations, or other assignments.

2. Plagiarism

Plagiarism is the act of appropriating and using the words, ideas, symbols, images, or other works of original expression of others as one's own without giving credit to the person who created the work. If students have any questions regarding the definition of

plagiarism, they should consult their instructor for general principles regarding the use of others' work. Among sources commonly used for documenting use of others' work are the style manuals published by the American Psychological Association, the Council of Biology Editors, the Modern Language Association, and Turabian's Manual for Writers of Term Papers. The final authority concerning methods of documentation is the course instructor. Specific instances of plagiarism include, but are not limited to, the following:

- Word-for-word copying of sentences or paragraphs from one or more sources that are the work or data of other persons (e.g., professional or peers; including books, articles, theses, unpublished works, working papers, seminar and conference papers, lecture notes or tapes, graphs, images, charts, data, electronically based materials, etc.), without clearly identifying their origin by appropriate referencing.
- Closely paraphrasing ideas or information (in whatever form) without appropriate acknowledgement by reference to the original work or works.
- Presenting material obtained from the Internet as if it were the student's own work.
- Minor alterations, such as adding, subtracting, or rearranging words, or paraphrasing sections of a source without appropriate acknowledgement of the original work or works.

3. Falsification

Falsification involves misrepresentation in an academic exercise. Misrepresentation includes, but is not limited to:

- Falsely attributing data or judgments to scholarly sources.
- Falsely reporting the results of calculations or the output of computer programs, or materials from other electronic sources.
- Presenting copied, falsified, or improperly obtained data as if it were the result of laboratory work, field trips, or other investigatory work.

4. Resubmission of work

No student may turn in work for evaluation in more than one course without the permission of the instructors of both courses. No student may turn in previously-graded work as all or part of a separate assignment without the explicit permission of the instructors who assigned both works. This does not apply to graded components of a larger project or drafts of a final paper.

Section 2: Procedures

1. Confidentiality requirements

- 1.11. If an instructor seeks advice from colleagues or the school administration concerning a suspected case of academic misconduct, he or she should not divulge the name of the student or students involved before taking any action.
- 1.12. If the instructor imposes an in-course penalty (section 4 below), he or she may not divulge the name of the student or students involved except to the Office of the Associate Dean of Faculty.
- 1.13. If the instructor or the Associate Dean of Faculty requests a hearing from the Academic Judicial Board (AJB), the Associate Dean of Faculty shall inform the Hearing Officer of the AJB about the case, provide the Hearing Officer with a statement of purpose of the hearing, and provide the Hearing Officer with the materials in the files.
- 1.14. All hearings of the AJB (as described below) are confidential. The AJB shall submit its rulings and recommendations only to the student or students accused of misconduct, the instructor involved in the case, the Associate Dean of Faculty, and other relevant SMCM personnel.

2. Procedures regarding record-keeping

- 2.11. All records of academic misconduct are kept by the Office of the Associate Dean of Faculty. This information will be kept on file for purposes of identifying recidivism and may influence sanctions in subsequent incidents of academic misconduct. Records will also serve as reference for any future claims of ignorance of the College's academic integrity requirements.
- 2.12. Hard copy and/or electronic files containing documents related to academic misconduct are retained for seven years before they are destroyed. The College incident report log recording the name of student and instructor, date of incident, and in-course penalty or AJB hearing is maintained indefinitely (should the student be found not responsible on appeal or by way of the AJB decision, or if the instructor should retract the incident report, the student's name and record will be expunged from the incident log).
- 2.13. All such records are confidential and may not be discussed with the faculty or other staff members of the College. The sole exception concerns relevant information regarding penalties for academic misconduct, and may be forwarded by the Associate Dean of Faculty as appropriate to any parties involved in the

152 facilitation of these sanctions. These parties include but are not limited to the AJB
153 Hearing Officer, the Registrar, the Dean of Students, and the Provost.

154 3. **Transparency and expediency standards**

155 3.11. The instructor shall send the student an [Academic Misconduct form](#) and /or a
156 letter outlining the evidence of the student's academic misconduct and informing
157 him or her of the penalty within 30 days of discovery of the misconduct. The
158 written documentation shall be sent to the student using the student's official
159 College email address. The instructor shall send a copy of the documentation to
160 the Office of the Associate Dean of Faculty. All documentation submitted to the
161 student, the Associate Dean, and later to the AJB (should a hearing be
162 necessary) must be identical. Should additional evidence or documentation be
163 submitted later by any party, it must be made available to the student, Associate
164 Dean, and any subsequent adjudicating body.

165 3.12. For cases of misconduct referred to the AJB for a hearing, the Hearing Officer
166 will submit the AJB Recommendation Letter to the student, instructor, and
167 Associate Dean no later than 15 business days after the hearing. The AJB
168 Recommendation Letter will summarize the incident report and all documents in
169 evidence, testimony from all parties, and the subsequent deliberations. The AJB
170 Recommendation Letter will include a vote on whether the student is found
171 responsible or not responsible for academic misconduct, and where appropriate,
172 the Letter will make recommendations on suitable sanctions for the Associate
173 Dean of Faculty's consideration. While the Letter must list all AJB members
174 present for the hearing, it will not attribute names to any of the descriptions of
175 deliberations or the votes cast.

176 3.13. Upon receipt of the AJB's Recommendation Letter, the Associate Dean will have
177 10 business days to complete a review of all materials and send the Hearing
178 Decision Letter to the student, instructor, and Hearing Officer.

179 3.13.1. If the sanction requires communication with external offices (eg,
180 Registrar, Office of Student Support Services), the Associate Dean will
181 send a second letter to that office and the student under separate cover
182 to maintain confidentiality wherever possible.

183 4. **In-course penalties**

184 4.11. If an instructor has compelling evidence of a student's academic misconduct, he
185 or she may impose an academic penalty, including assigning a final grade of "F"
186 to the student for an assignment or for the course.

187 5. Requests for a hearing by the Academic Judicial Board

188 5.11. If the instructor believes that the matter warrants a review before the AJB, he or
189 she may ask the Associate Dean of Faculty to request the Academic Judicial
190 Board to schedule a hearing on the matter. The instructor shall send copies of
191 the request to the student and the Associate Dean of Faculty.

192 5.12. If, after review of the documentation and any prior records in the student's file,
193 the Associate Dean of Faculty may request the Academic Judicial Board to
194 schedule a hearing. The Associate Dean of Faculty shall send copies of the
195 request to the student and the instructor.
196

197 5.13. Appeal by the student: The student may appeal an instructor's process for
198 decision of responsibility or in-class penalty to the Associate Dean of Faculty,
199 who shall first evaluate the standing and claim of the proposed appeal. If a
200 hearing is appropriate, the Associate Dean will request an appeal before the
201 AJB. The student has 10 business days from the date the penalty letter was sent
202 to make the appeal.

203 5.14. If made aware of behavior that constitutes academic misconduct not otherwise
204 documented by an instructor, the Associate Dean of Faculty may submit an
205 Academic Misconduct Form as described under 3.11 and request a hearing by
206 the AJB.

207 6. Hearing Procedures

208 6.11. The AJB will inform the student of the hearing date within 14 business days from
209 the time the Hearing Officer receives the request. The hearing shall take place as
210 soon as the hearing participants' schedules will allow. If the request is received
211 during a school holiday, the hearing will take place after classes resume. If the
212 student is graduating, and the matter arises during the student's final semester,
213 the student may not graduate until the hearing procedures have been completed.
214

215 6.12. The student may not withdraw from the class or from the College before a
216 decision is reached and the imposition of any penalties by the Office of the
217 Associate Dean of Faculty.
218

219 6.13. Students who have a disability that necessitates assistance during a hearing may
220 be entitled to reasonable accommodations.

221 6.13.1. In conversation between the Hearing Officer and the Office of
222 Accessibility, the implementation of a reasonable accommodation will be

223 arranged in advance of the hearing. While AJB members will be made
224 aware of any procedural changes necessary to facilitate the
225 accommodation, all usual standards of confidentiality will be upheld to
226 ensure the student's privacy.

227 6.13.2. The implementation of a reasonable accommodation is not considered a
228 "deviation from procedure," as broadly defined under Section 6.

229 6.14. While there is no expectation to do so, the student may submit additional
230 materials to the Hearing Officer in support of their defense. In order for additional
231 materials to be eligible for inclusion in the documents in evidence, the student
232 must provide an accompanying letter that explains why their material counters
233 any claims brought forth by the incident report. Any supplemental materials must
234 be forwarded no later than 5 business days before the scheduled hearing. Such
235 materials may include, but are not limited to, a prepared statement, evidence
236 documenting original work, or communications among classmates or others that
237 attest to the innocence of the student. To receive full consideration by the AJB,
238 the burden rests on the student to effectively and succinctly connect any
239 submitted materials to the alleged academic misconduct. The AJB will not sort
240 through volumes of information looking for a possible link.

241 6.15. The student may request that an employee or student member of the College
242 community be present as a support person to offer advice to and consult with the
243 student concerning procedural matters during the hearing. This individual shall
244 not testify at the hearing. Both parties have the right to be assisted by an
245 attorney. They may do so only if they notify the Hearing Officer of the AJB 5
246 business days in advance of the hearing. The attorney may not participate in the
247 hearing and may not address the board or Hearing Officer. Attorneys are present
248 as a support and have no speaking role in the hearing process.
249

250 6.16. The AJB shall meet privately before the hearing to discuss the proceedings. The
251 hearing shall be adjudicated by the members of the AJB. At least five members
252 of the AJB must be present at any hearing, unless it is impossible to find a
253 quorum of the regularly appointed members of the AJB within the set time. In
254 this case, the Hearing Officer, in consultation with the student conduct officer,
255 may appoint substitutes. The Hearing Officer of the AJB or his or her designee
256 shall preside.
257

258 6.17. The Hearing Officer shall keep a record of the hearing. The Hearing Officer shall
259 forward all records of the hearing to the Office of the Associate Dean of Faculty

for final storage; upon transfer of those records to the Associate Dean, the Hearing Officer will delete all records and notes of the hearing. All records are held in the Office of the Associate Dean of Faculty.

6.18. Hearing Policies regarding due process:

6.18.1. In any hearing, the student shall be presumed not responsible unless a preponderance of the evidence establishes his or her responsibility.

6.18.2. There may be no discussion by the AJB or the complainant of any past known or suspected misconduct on the part of the student; the focus of both the hearing and the deliberations must remain on the evidence pertaining to the incident at hand.

6.18.3. All hearings are private. The only people present at the hearings shall be those determined by the AJB to be material to the proceedings or as outlined herein.

6.18.4. In cases where two students are accused of a linked act of academic misconduct, the students have the right to sever their cases (treat them separately). Where multiple students are accused of a linked act of misconduct, any of the students may petition the AJB to sever their cases. It is up to the Hearing Officer to decide on the suitability of severing multiple cases

6.18.4.1. The AJB will attempt to balance the competing needs of due process (expediency and a well-prepared board) when scheduling individual cases in a linked act of misconduct. The 14-day deadline for scheduling a hearing will not apply in cases of linked acts of misconduct.

6.18.5. Students may not be compelled to testify against themselves.

6.18.6. An accused student who fails to attend a hearing may be found responsible for violation of Academic Misconduct rules and may be assessed appropriate penalties, based on the evidence presented. Should this occur, the respondent student shall be informed in writing of the outcome of the AJB hearing.

6.19. The hearing shall consist of four phases:

- 294 6.19.1. Presentation of Evidence: The instructor shall present the evidence of
295 academic misconduct to the board. The AJB shall also hear witnesses
296 which it or the instructor may call.
297
- 298 6.19.2. Presentation of Defense: The student shall present his or her defense.
299 The student may call witnesses **who may offer testimony to clarify the**
300 **facts of the incident.** The names of such witnesses shall be sent to the
301 Hearing Officer of the AJB five business days prior to the hearing. The
302 AJB may limit the number of witnesses called during the first two phases
303 of the hearing. **No character witnesses are permitted as part of the**
304 **presentation of defense.** The AJB may question the instructor, the
305 student, and any other parties giving evidence. AJB proceedings are not
306 a court of law and should not be held to the same standard of procedure
307 and evidence.
- 308 6.19.3. **Responses and Rebuttal:** At the conclusion of the presentation of all
309 testimony, **both the complainant and the respondent will have an**
310 **opportunity to address any discrepancies in testimony. These will be**
311 **solicited in turn by the Hearing Officer; parties giving testimony should not**
312 **address each other directly.**
313
- 314 6.19.4. **Board Findings:** Based on the evidence presented in the submitted
315 **documentation and facts clarified through testimony in the hearing,** the
316 board shall then rule on whether the student is responsible or not
317 responsible for academic misconduct. **In the case of a student's appeal of**
318 **an instructor's in-course penalty, the Board may alternatively be asked to**
319 **find whether the requested sanction is deemed appropriate.** All
320 deliberations by the AJB shall be made in private, with only members of
321 the AJB present, and their counsel, if any. All decisions of the AJB are
322 made by a majority vote of those voting, with all members, including the
323 Hearing Officer, eligible to vote.
324

325 7. Determination of Responsibility and AJB **Recommendation** Letter

- 326 7.11. If a student is found not responsible for academic misconduct, the AJB may
327 recommend that the instructor remove any penalty that has been imposed.
328 Because there may still be a dispute over the student's grade or class standing,
329 the AJB shall recommend a course of action for the instructor to take concerning
330 the student. The recommendation shall be made in consultation with both the

student and the instructor. The Associate Dean of Faculty shall arbitrate any disputes which cannot be resolved in this manner. The Associate Dean of Faculty may also consult with the AJB Hearing Officer privately to discuss the board's reasoning behind its recommendations.

7.12. If a student is found responsible of academic misconduct, mitigating circumstances may be taken into account when recommending a penalty. It is, however, the student's responsibility to know the policies and definitions regarding academic misconduct. If appropriate, the AJB shall then recommend an alternate academic penalty to the Associate Dean of Faculty.

7.13. If the case was referred to the AJB at the request of the instructor or the Associate Dean of Faculty, or if the student appeals their responsibility and is found responsible, the penalty may range from simply upholding any penalty given by the instructor to expulsion from the College. **The AJB may recommend modified sanctions from the proposed in-course penalty.**

7.14. The penalties that may be recommended by the AJB include, but are not limited to:

- **0 points** for the assignment
- Upholding any in-class penalty applied by the professor (e.g. F for the course)
- Non-repeatable F for the course
- Notation on the transcript that the F was due to academic misconduct
- Suspension for a semester or a year
- Ineligibility to participate in sports and/or study abroad
- Any combination of these penalties
- Expulsion

7.15. The Hearing Officer shall send the AJB **Recommendation** Letter to the Associate Dean, copying in the student and instructor, informing them of the finding and (if appropriate) any penalty recommendations. The official letter shall be sent to the student by email using the student's official College email address (read receipt enabled). The AJB Hearing Officer may convey any pertinent information to the board members in confidence.

8. Decision Letter issued by the Associate Dean of Faculty

8.11. The Associate Dean of Faculty relies heavily on the AJB Recommendation Letter to describe the hearing's presentations of evidence and defense, subsequent deliberations, vote, and where appropriate, recommended sanctions. While this letter will inform the Decision Letter, the Associate Dean may accept or reject the AJB's findings of responsibility, and may accept, modify, or reject the AJB's recommended sanctions.

8.12. If the student is found not responsible for academic misconduct in the Associate Dean's Decision Letter, no penalty may be imposed and all records of the incident and subsequent hearing will be deleted.

8.13. If a student is found not responsible in a charge of academic misconduct, he or she may not be tried again for the same instance of misconduct.

8.14. The Associate Dean of Faculty may meet with the student in advance of determining a penalty.

8.15. The Associate Dean will review the student's record to consider any past incidents of misconduct before applying sanctions.

8.16. If the Associate Dean of Faculty imposes a penalty for academic misconduct, the Associate Dean shall:

- Send notice to the student stating the penalty.
- Send a copy of the letter to the instructor and the Hearing Officer of the AJB.
- If appropriate, inform the Office of the Registrar and the dean of students that the student may not withdraw from the relevant course or from the College because of a penalty for academic misconduct.
- Send all relevant information concerning the penalty to all parties involved in the imposition of the penalty.

8.17. Per the Associate Dean's judgment, the penalty may be reduced, affirmed, or expanded from the recommendations of the instructor and AJB. At their most severe, penalties may include suspension or expulsion from the College.

8.18. A student may appeal any finding of responsibility or penalty imposed by the Associate Dean of Faculty to the Provost/Dean of Faculty. See Article III, Section 10 for appeal procedures.

400 9. Basis upon which an Appeal to the Provost May Be Considered

401 9.11. An appeal may be made for one or more of the following purposes:

402
403 9.11.1. To determine whether the original hearing was conducted in conformity
404 with the prescribed procedures of this Code. Minor deviations from
405 designated procedures will not form the basis for sustaining an appeal
406 unless it is determined that such deviation resulted in significant
407 prejudice. For any material deviations from designated procedures, the
408 provost may opt to , remand the matter for reconsideration.

409
410 9.11.2. To present new evidence which could not reasonably be made available
411 at the time of the original hearing. Such cases, at the discretion of the
412 provost, may be remanded back to the appropriate evaluator (instructor,
413 Associate Dean, AJB) for reconsideration in light of new evidence.

414
415 9.11.3. To determine whether the sanction imposed was appropriate to the
416 violation with which the respondent student was charged.

417 10. Appeal Procedures

418 10.11. The respondent student may appeal any finding of responsibility or imposition of
419 penalty up to but not including the Provost's decision.

420 10.12. All appeals must be made in written form specifying all reasons given for the
421 appeal and given to the Office of the Provost and Dean of Faculty within ten (10)
422 business days after receiving the Hearing Decision Letter.

423 The Office of the Provost and Dean of Faculty will notify the complainant(s) and Hearing Officer of a
424 pending appeal in order to permit the complainant(s) to submit a statement of the impact of the appeal
425

**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**ACTION ITEM 2021-37
RECOMMENDATION TO APPROVE
2021 CANDIDATES FOR GRADUATION**

RECOMMENDED ACTION:

On recommendation of the Provost and Dean of Faculty, and with the concurrence of the faculty, the candidates for the degree of Bachelor of Arts, Bachelor of Science, and Master of Arts in Teaching are recommended for approval.

RATIONALE:

By action of the Maryland State Legislature in 1964 St. Mary's College of Maryland was authorized to become a public, four-year college with its own Board of Trustees. The Board of Trustees is vested with all the powers, rights and privileges attending the responsibility of full governance of St. Mary's College of Maryland. The College Bylaws enumerate the duties, powers, and responsibilities of the Board of Trustees, officers of the College and the faculty.



**BOARD OF TRUSTEES
ACADEMIC AFFAIRS COMMITTEE**

**OPEN SESSION
MINUTES**

Date of Meeting: February 5, 2021

Status of Minutes: Approved February 22, 2021

Academic Affairs Committee Members Present: Committee Chair Peter Bruns, Board Chair Lex Birney, Paula Collins, President Tuajuanda Jordan, Larry Leak '76, William Seale

Staff Member: Michael Wick

Others Present: Carlos Alcazar, Nicolas Abrams '99, Betsy Barreto, John Bell '95, Alice Bonner '03, Allison Boyle, Anne Marie Brady, Donny Bryan '73, Kelsey Bush, Carolyn Curry, Mike Dougherty, Peg Duchesne '77, Susan Dyer, Judith Fillius '79, Elizabeth Graves '95, Gail Harmon, Esq., David Hautanen, Sven Holmes, Glen Ives, Lindsay Jamieson, Doug Mayer '04, Shana Meyer, Joan Pickett, Paul Pusecker, Jenny Sivak, Danielle Troyan '92, Harry Weitzel, Ray Wernecke, Libby Williams, John Wobensmith, Anna Yates, Derek Young

Executive Summary

Academic Affairs Committee Chair Peter Bruns called the meeting to order at 9:24 a.m.

Faculty Senate Report

Faculty Senate President Libby Williams provided a brief update to her written report. Faculty are teaching in person and virtually and are "Zoom" fatigued. Faculty continue to multi-task while working on their research and creative works. The high level of COVID-19 cases is an ongoing concern. The Senate approved the Marine Science Major and the Faculty will vote on a new major in Applied Data Science at its next meeting. The Business Major is still under review. Senate President Williams stated that faculty love St. Mary's College and want to safeguard it. They are discouraged by the PIVOT outcome and concerned about the process.

Dean of Faculty Report

Provost Wick discussed the success of the Pilot Winterim Term which was offered remotely to students during winter break. Many students were able to use the program to make up needed courses. The net revenue was \$80,203 and a total of 970 credit hours were earned by the 246 registered students. The Committee asked if there would be time in the schedule next year to offer this again. Provost Wick indicated that the College plans to continue to offer a Winterim session next year. There is ample time during the fall and spring semester for the required fourteen days of instruction.

Action Item:

III.A. Recommendation to Approve a Major in Marine Science

Committee Action Taken/Action in Progress:

The proposed action item was approved by the Academic Affairs Committee at its meeting on February 5, 2021.

Recommendation to the Board:

The Academic Affairs Committee recommended approval of this action item by the Board of Trustees at its meeting on February 6, 2021.

A motion was made and seconded to adjourn the open session and move into close session. The open session meeting adjourned at 9:35 a.m.

**BOARD OF TRUSTEES
ADMISSIONS AND FINANCIAL AID**

REPORT SUMMARY
(See appendix for supporting materials)

Date of Meeting: May 7, 2021

Date of Next Meeting: October 2021

Committee Chair: Ray Wernecke

Committee Members: Board Chair Lex Birney, Judith Fillius '79, Sven Holmes, President Tuajuanda Jordan, and Harry Wetzel.

Staff Member: David L. Hautanen, Jr.

Dashboard Metrics:

N/A

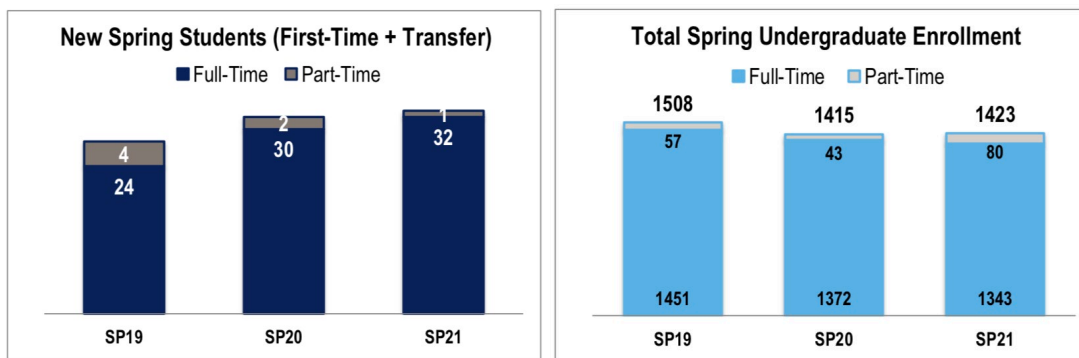
Executive Summary:

The Office of Enrollment Management is pleased to submit its May report to the Committee on Admissions and Financial Aid of the Board of Trustees. This report includes information on 2020–2021 enrollment, Fall 2021 enrollment, financial aid and new student transitions, Fall 2021 recruitment initiatives, student support services, and staffing.

A. 2020-2021 Enrollment

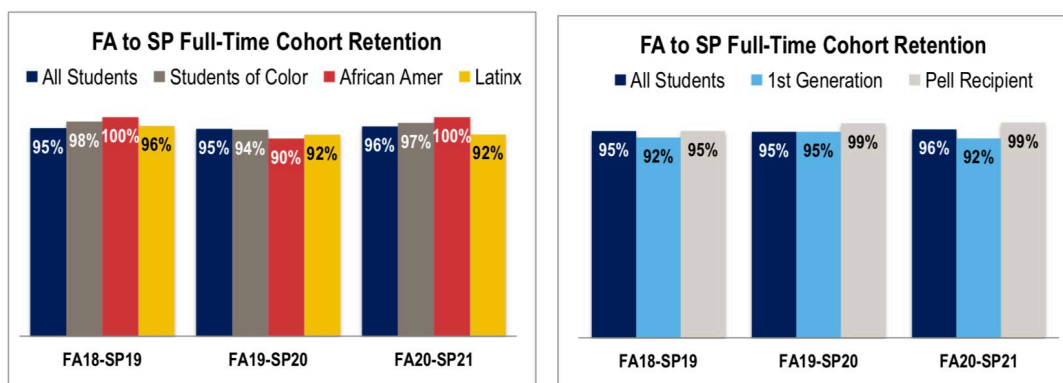
Spring Census:

The Office of Institutional Research completed the enrollment census for the spring term on February 15, 2021. The College enrolled 33 new students on a goal of 28 new students. Of the 33 new students, one is part-time and 32 are full-time. This compares to 32 total new students, including two part-time transfer students, for Spring 2020, and 28 new students for Spring 2018.



Despite the impact of the pandemic on the living and learning experience, the fall to spring term retention of all full-time student was 92% This compares to the overall term-to-term retention of 93.2% for 2019-20, and 93.9% 2018-2019. The fall to spring retention of full-time first year students was 96% with underrepresented

student retention 92% or better.



B. Fall 2021 Enrollment

First Year Students:

I am pleased to share that as of May 3, 2021, the College has received 2833 first-year applications for Fall 2022. This is an increase of 10.1% compared to Fall 2020. The number of Fall 2021 first-year applications includes 61 (+8.9%) Early Decision applications, 1389 (+3.3%) Early Action applications, 1382 (+17.7%) Regular Decision applications. This includes 16 applications from students who deferred from a previous term.

After the November 1 Early Action and Early Decision deadline, admission staff began evaluating applications and decisions were released in waves beginning in mid-December. Financial aid awards were included with the admission decision letters in the packets sent home to admitted students.

The College has offered admission to 2190 first-year applicants. We have not offered admission to 129 applicants. An additional 218 applicants were placed on the waitlist. Those placed on the waitlist were given the opportunity to accept a place on the waitlist. Beginning on April 23, the Admission Committee began offering admission to select applicants who had accepted a place on the waitlist. As we continue to monitor enrollment, additional students may be offered admission off the waitlist.

We have also withdrawn the applications of those who have not completed the application process despite multiple communications and outreach to have them complete their files. This was done to provide clarity on what applications remained active in the process for the admission committee's review. If a student then decides to complete their file, the application will be reactivated for review. We are continuing to review and make decisions on applications as they are received and become complete.

Following the release of admission decisions, the admission staff, in partnership with the Integrated Marketing team, Waybetter Marketing, and other campus colleagues, began implementing a comprehensive multi-channel yield effort that included personal outreach by students, faculty and staff, electronic and print communications, social media, texting, our ZeeMee App social community for admitted students, virtual events and limited in-person, on-campus tours.

The Office of Admission developed a "Future Seahawk Series" of 28 virtual programs for admitted students in partnership with colleagues across campus. The series was launched with an Admitted Seahawk Welcome

Program for our ED/EA application program admitted students and another for our RD application program admitted students. The Admitted Seahawk Welcomes were followed by weekly programs each Tuesday evening. The Tuesday programs included a Riverside Chat by President Jordan and programs about financial assistance, residential life, career services, The Honors College Promise, student success and wellness, an alumni panel, the campus and our location, and an opportunity for students to ask their final questions.

Beginning in mid-March, virtual Faculty Friday events featuring our academic programs were held every Friday for six weeks. Our academic programs were clustered by themes such as “Learning in the Lab and Beyond,” “Nature, Culture and Climate” and “Putting Numbers to Work.” The Office of Admission also hosted three programs, including a program in both English and Spanish, in partnership with The Office of Inclusive Diversity, Equity, Access and Accountability (IDEA2). Forty-one students participated in virtual class visits. Two programs for students who were nominated to participate in the DeSousa-Brent Scholars Program were also hosted in March and April.

A total of 1081 guests, 455 unique visitors, attended our Future Seahawk Series events. Moving forward, and even when the campus can host visitors for our signature recruitment programs, I expect that virtual programming will be an important compliment to traditional programming in the new student recruitment process and secondary school and transfer counselor relationship development.

In-person, on-campus guided tours for admitted students and their guests resumed on March 1 after a hiatus that began just before the Thanksgiving holiday due to public health concerns. Guided campus tours are offered Monday through Saturday each week. Between March 1 and April 25, 254 admitted students have taken a campus tour led by one of our Student Ambassadors. Admitted students, as well as any other prospective students, also had the opportunity to visit campus and take a self-guided tour using the Guidebook App tour that was developed during the summer of 2020. Since the launch of the self-guided tour, 384 students have registered for a tour.

Once the Early Decision deposit date of January 15 passed the first-year enrollment deposit trend ran ahead of the Fall 2020 cycle until the last week of March. At that time, the pace of Fall 2021 first-year deposits slowed compared to the Fall 2020 trend. This was a national trend that is being attributed to the pandemic and lack of traditional campus visit programs like open houses and admitted student days that help students determine whether or not colleges are a good fit. While colleges have ramped up their virtual event programming and many are offering limited on-campus visit opportunities, these programs do not fully replace the experience of large on campus recruitment programs. As a result, students seemed to be slower making their college enrollment decision.

At the very end of April our enrollment activity increased and, as of the close of business on May 2, we have received enrollment deposits from 373 first-year students, which also includes 14 students who had previously deferred from a previous semester. This is 12 fewer students compared to Fall 2020 and 79 more students than Fall 2019 at the same time. Thirty-seven students have enrolled in the DeSousa-Brent Scholars Program.

The Office of Admission continues to accept, review, and make decisions on applications for admission. This is normal business procedure for the Office because we want to ensure that the College is an option for students who are later than others to the college search process as well as for students who realize that their college

admission offers do not meet their academic, personal, or financial needs. This year, the number of first-year applications that fit this category has accelerated through the month of April. This is a signal that the recruitment and enrollment process will likely continue at a high pace through the summer.

Once a first-year student has submitted their enrollment deposit, they receive information pertinent to the business of completing their enrollment. The day-long SOAR (Seahawk Orientation, Advising and Registration) programs will be replaced again with an eSOAR program in June. eSOAR will be complimented by a weekly webinar series launching on May 18, communications, social media and other activities to engage our enrolled students to offset the possibility of increased summer melt.

The New Student Experience (NSE) team including staff from Academic Affairs, Enrollment Management and Student Affairs, coordinates eSOAR and the Orientation program at the beginning of the fall semester. The NSE team has done tremendous work developing reimagined programs and doing so on an earlier timetable. In particular, the fall Orientation program schedule is already in place and has been expanded to a full Week of Welcome programming. There will also be a special half-day program for Fall 2020 new students who were remote during the 2020-2021 academic year.

Transfer Students:

As of the close of business on May 2, we have received 124 transfer applications, 25 more than at the same time for Fall 2020. We have offered admission to 71 applicants and 35 students have submitted enrollment deposits. This is compared to 36 offers of admission and 18 enrollment deposits last year at the same time. The transfer admission priority deadline is June 1 and admission decisions and financial aid awards are released on a rolling basis. This will continue through mid-August.

Transfer students are advised and registered on an ongoing basis as they submit their enrollment deposit. In August enrolling students will participate in the Transfer Day for incoming transfer students and Orientation for both first-year and transfer students as part of the move-in and matriculation processes. These efforts are being coordinated by the New Student Experience Team.

C. Financial Aid

The Office of Student Financial Assistance (OSFA) continued a number of initiatives to contribute to new student enrollment. A financial aid piece that was developed and sent to all admitted students, follow up mailings to first generation and low-income students, and pro-active personal outreach calls to prospective students are included in these initiatives.

Free Application for Federal Student Aid (FAFSA) forms have been filed by 1611 admitted students as of April 21. The Scholarship Committee reviewed 63 merit scholarship appeals, a 43% increase over Fall 2020, submitted by admitted students. The staff has processed 42 special circumstance financial aid appeals, compared to 19 for the Fall 2020 entering class. Current students have submitted 56 special circumstances financial aid appeals compared to 19 at this point in time last year. The significant increase in financial aid appeals is reflective of a nationwide trend due to the financial impact of the pandemic on students and their families.

The current tuition/fees discount rate for first-year students who have submitted enrollment deposits is 40.7% which is 1.7% below last year. Depending on the characteristics of additional enrolling students, the first-year discount will likely decrease assuming this year reflects past trends. The current tuition/fees discount rate for enrolled transfer students who have submitted enrollment deposits is 20.7%.

Landers Scholarship Program:

The Arthur E. Landers, Jr. Hilda C. Landers Charitable Trust created the Landers Scholarship Program beginning with the 2018-2019 academic year. The Landers Scholarship Program provides fully-funded (tuition, fee, room, and board) four-year scholarships to low-income, first-generation, and/or underrepresented students with a priority to support students from the Baltimore City and Baltimore County area. The scholarship marketing, selection and awarding process is a collaborative effort between the Enrollment Management and Institutional Advancement. For this enrollment cycle, 92 of our admitted students applied for the Landers Scholarship and 16 have been interviewed. The goal is to enroll four Landers Scholars each year. Landers Scholarship recipients are also members of the DeSousa Brent Scholars Program.

Dream.US Scholarship Program:

Beginning with this enrollment cycle, the College has partnered with The Dream.US. The Dream.US is the nation's largest college access program for Dreamers and provides scholarships to highly-qualified students to help them pay for their college education. Most of these students have Deferred Action for Childhood Arrivals (DACA) or Temporary Protected Status (TPS) that allows them to live and legally work in the United States. Eight students who have been admitted to the College have received the prestigious Dream.US National Scholarship. Dream.US scholarship recipients will also be members of the DeSousa Brent Scholars Program.

D. Fall 2022 Recruitment

The recruitment cycle for an entering class begins more than two and a half years before the start of the entry term. Recruitment for the Fall 2022 entering class was launched in February 2020 when the College started recruiting students who had taken the PSAT test in the Fall of their sophomore year in high school. Recruitment for Fall 2022 continues and recruitment for the Fall 2023 entering class has begun with the launch of the sophomore and junior search strategy as soon as PSAT data were available in early December. This is more than a month earlier than last year and two months earlier than in previous years. We are continuing to work with Waybetter Marketing in the execution of the search strategy. Results to date continue to run ahead of last year. The College also partners with a number of lead generation websites as part of our new student recruitment strategy.

The Office of Admission hosted three virtual programs for prospective students, including a virtual open House on Saturday, April 24, over the course of the spring semester. Effective Monday, May 3, all prospective students may schedule an in-person, on-campus tour Monday - Saturday each week. Our annual Open House programs have been scheduled for the fall semester. The Open House programs will be on the following Saturdays: September 18, October 16, and November 13.

E. Student Support Services

The Office of Student Support Services (OS3) is responsible for services and programs designed to support

student success and retention. This includes the College's academic early alert system (Beacon), academic advising, mentoring, coaching, and tutoring. The Office of Accessibility Services (OAS) works closely with the campus community to ensure reasonable accommodations are provided to eligible students. Like other student service offices, OS3 and OAS offered a combination of in-person and virtual appointments and programs during the fall and spring semesters.

During the spring semester, OS3 provided direct support to 158 individual students over 385 individual appointments as of April 27. OS3 worked with faculty and staff to resolve 874 Beacon "alerts" and follow-up "updates" about students of concern as of April 18. This figure represents a 10% increase in Beacon "alerts" and "updates" compared to the previous year and was primarily driven by the impact of the pandemic on our students. In addition, OS3 completed advisor changes for 226 students during the spring semester. We anticipate another 203 changes will occur in May due to advisors who are retiring, on leave or sabbatical, or not returning to the College. OAS continued to support about 200 students with active accommodations in Spring 2021. The office has seen up close how the pandemic has impacted the physical and mental health of so many people, its disproportionate impact on under-represented communities, and the ways in which a such a situation can be disabling for a person.

During the spring semester, a Fall 2021 Student Success Task Force (consisting of Ben Click from English, Mary Dorsey from OS3, Samantha Elliott from the Center for Teaching & Learning, Joanne Goldwater from OS3 and Task Force Chair, Alex Meadows from Math, Kelly Neiles from Chemistry, Kathy Langan Pusecker from Enrollment Management, FJ Talley from the DeSousa Brent Scholars Program, and Christine Wooley from the Provost's Office) was convened in recognition that much of the Fall 2021 first-year entering class will have had a hybrid/remote learning experience for the last quarter of their junior year and most of their entire senior year. Depending on community/family resources, this experience may have impacted the learning outcomes we typically expect our incoming students to have met before they enroll. Their work also recognized that our current first-year students have had an unusual transition to the College during this year.

The task force identified a three-pronged approach and developed recommendations to support students who have transitioned or will transition to our campus during the pandemic. Similar to the Retention Strategies Committee's focus on milestones, the task force focused on providing support for new students with the understanding that this will benefit all students. The work of the task force will be implemented over the summer in preparation for the fall semester. I anticipate that many of the task force recommendations will continue beyond the 2021-2022 academic year.

F. Staffing:

I am pleased to share that the vacant Admission Counselor position in the Office of Admission was reposted on April 1 and is fully processed with an offer likely to be made by May 15. There is also a vacant position in the Office of Student Support Services.

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

None

Committee Action Taken/Action in Progress:

This remains blank until after the committee meets.

Recommendation to the Board:

This remains blank until after the committee meets.



BOARD OF TRUSTEES
ADMISSION AND FINANCIAL AID COMMITTEE VIRTUAL MEETING
OPEN SESSION
MINUTES

Date of Meeting: February 5, 2021 Status of Minutes: APPROVED

Admission and Financial Aid Committee Members Present: Ray Wernecke, Committee Chair, Board Chair Lex Birney, President Tuajuanda Jordan, Judith Fillius '79, Sven Holmes, Harry Weitzel

Committee Members Absent: None

Staff Member: David L. Hautanen, Jr.

Others Present: Nicolas Abram '99, Carlos Alcazar, John Bell '95, Alice Bonner '03, Peter Bruns, Paula Collins, Mike Dougherty, Peg Duschene '77, Susan Dyer, Elizabeth Graves, Gail Harmon, Glen Ives, Larry Leak, Doug Mayer '04, William Seale, Danielle Troyan '92, John Wobensmith '93, Kristen Babendreier, Betsy Barreto, Bhargavi Bandi, Fatima Bouzid, Allison Boyle, Anne Marie Brady, Kelsey Bush, Jordan Cartwright, Carolyn Curry, Michael Dunn, Ann Harvey-Diggs, Kristina Howansky, Lindsay Jamieson, Helen Lawless, Rob Maddox, Shana Meyer, Scott Mirable, Kathy Pusecker, Paul Pusecker, Sara Ramirez, Beverly Read, Gregory Shedd, Jenny Sivak, Janna Thompson, Mike Wick, Libby Williams, Tammi Wolfson, Anna Yates, Derek Young

Executive Summary

Ray Wernecke, Committee Chair, called the meeting to order at 10:01 a.m.

David Hautanen updated the committee on the Fall 2021 application pool, gave a comparison for Fall 2020-Fall 2021, and gave an overview of yield plans.

- The First-year applicant pool for Fall 2021 is 8.5% ahead of last year's figures as of February 4.
- Transfer applications are also running ahead of last year. This is a positive sign, although it is very early in the transfer application cycle.
- In comparison to our increase, applications across the state of Maryland are down 15% according to the Common Application. We have an increased number of out-of-state applications both in contiguous states and further. Applications from BIPOC students are showing growth as well as an increase in applications from feeder schools identified as part of the work of Task Force 1.
- Due to the pandemic and the accompanying addition of test-optional policies at college and universities across the country, Ivy League and the top tier institutions are seeing tremendous application increases while lower tier institutions are seeing decreases in

applications. We can expect that this will result in a more competitive environment for yielding our admitted students.

- Students who may not have applied to top tier colleges and universities in the past due to their standardized test results and did apply to these institutions this year, will likely wait to learn of that admission decision before making their enrollment decision. This may result in delayed deposit behavior.
- The Admission team has been working on developing a number of new yield initiatives for first-year students and their families. Work has also gone into enhancing usual yield efforts to reflect the current pandemic environment. This work has been in partnership with institutional advancement, our external partners, and Janna Thompson, the Faculty Admission Delegate, who met with all academic departments to engender support for our yield initiatives.
- While it is not possible to host admitted students on campus for Admitted Seahawk Days, we know that much of the enrollment decision is emotional. To help students have that feel good experience they will receive a “pandemic 2021” Admitted Seahawk Day in a box. David showed a short video of the box and the contents – a branded box, a t-shirt, a package of s’mores, and a decal.
- In partnership with colleagues across campus, the admission team has developed a full suite of virtual programs to assist with students getting to know our students, faculty, staff and alumni. These programs are branded as the Future Seahawk Series for Admitted Students:
 - Admitted Student Welcome
 - Weekly Tuesday Programs
 - Faculty Fridays
 - Riverside Chats
 - Boutique Programs
 - Fun Social and community development programs

The meeting adjourned at 10:28 a.m.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF MAY 7, 2021**

VICE PRESIDENT FOR STUDENT AFFAIRS/DEAN OF STUDENTS REPORT

Vice President for Student Affairs

The Division of Student Affairs had two overarching goals for the year:

1. Amplify a student-centered, engaging, and transformative experience through co-curricular programs, diverse experiences, and support services.
2. Provide an exemplary student-centered Wellness model, focusing on physical health and mental health needs.

The following information will highlight our efforts in achieving these goals. The student experience was certainly different in an era of COVID-19, with both positive and negative outcomes. Positively, there were fewer conduct cases and Public Safety reports, and our students and staff found innovative new ways of engaging students. On the negative side, there were fewer students on campus who often found themselves feeling isolated in the name of COVID-19 mitigation. While we provide the resources for students to process their feelings and get engaged, often times they do not take advantage of these services.

Student Experience

Residence Life: The Office of Residence Life housed 851 resident students for the spring semester. We are close to capacity in Waring Commons, the Townhouses, and Lewis Quad, while reserving four townhouses and four six-person suites for COVID-19 isolation and quarantine. In the fall and spring semesters, we utilized a staggered move-in process to reduce the number of students and families interacting in close proximity to each other. The method worked well and provided a more efficient move-in process that will be replicated in the fall.

Activities: Student Clubs and Organizations successfully utilized social media to transform the way they program, from how they advertised in-person events to bringing engaging activities into students' rooms. They used the Engage platform and Instagram to inform, educate, and advocate for students.

The SGA Programs Board held 46 events in the spring semester and a total of 89 events for the 2020-2021 academic year. The Programs Board wrapped up the year with a three-day World Carnival event, utilizing the entire campus. During the event they highlighted student performing groups, participated in axe throwing and a rage room for stress relief, watched outdoor movies for two nights, and rode around campus on an electric train.

Student Activities staff have also provided a number of events that highlight the diverse backgrounds of our students, including Queer Dinners, an Intersectional poetry night, Trans Day of Visibility, Social Justice Jeopardy, and Lavender Graduation.

Student Government: The Student Government Association (SGA) considered legislation this semester to improve student life and advocate for student needs. Five new clubs were added this semester including Alianza, Volleyball Club, Chess Club, Music Club, and Energize, a women's exercise empowerment club. The SGA also provided funding for 10 new picnic tables, the inspection and replacement of the rock wall floor, and to replace the Kate Chandler Campus Farm sign. To make the governing body of the students more efficient, SGA amended the constitution, bylaws, and senate committees. SGA voted on 21 constitutional amendments, passing 13.

Conduct: College policy violations have been down comparatively from prior years, particularly marijuana and alcohol violations. We have seen an increase in violations of failure to comply with requests from a college official. These have been focused primarily around not participating in COVID-19 surveillance testing.

	2019-2020 Totals	2020-2021 Totals
Student Conduct Charges	296	89

Student Health and Wellness

Physical Health: Healthcare appointments with a prescribing health care professional (Nurse Practitioner or Physician Assistant) are provided to SMCN students by contract with Medstar Medical Group (MMG). Last year, our health providers saw 258 students in the spring semester. This year, only 60 appointments were made. This dramatic shift is due to the provider not being on campus. Instead, students were provided telehealth or in-person appointments at the outpatient clinic in Great Mills.

	2019-2020 Totals	2020-2021 Totals
Physical Health Visits	428	177

Mental Health: The Wellness Center counseling staff consists of five dedicated professionals who offer tele-mental health care via HIPAA-compliant Zoom sessions. For the spring of 2021, 695 individual appointments were provided, as compared to 1325 last spring. This number will rise slightly through the last month of the semester. Couples counseling, group counseling sessions, and quick access appointments for urgent or walk-in needs were also offered. In addition, access was provided for on-the-spot urgent or walk-in needs.

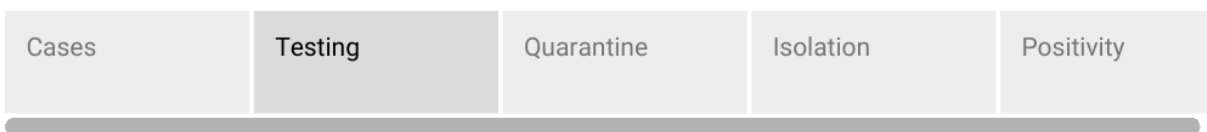
Most students (75%) who utilize counseling services attend six or fewer counseling sessions. Typically, services are not provided when classes are not in session. However, during the COVID-19 pandemic, the Wellness Center provided services over the break, providing counseling to those students who required additional support. This population of students attended between 10 and 15 sessions. Five students attended more than 16 sessions, which is more than weeks in the semester. This reflects an increased need and lack of resources for obtaining support at their homes.

In addition to counseling, psychiatric services are provided by a psychiatrist/psychiatric nurse practitioner. Services were offered in-person through March 23, 2020 and via telehealth through

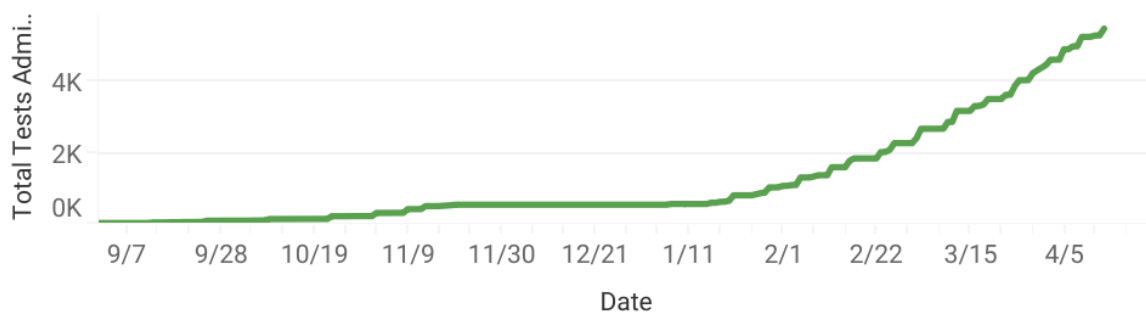
the end of the 2019-2020 academic year. For the entire 2020-2021 school year, all services were via telehealth.

Type of Care	2019-2020 Totals	2020-2021 Totals
Individual Counseling	2727	1917
Couples Counseling	20	19
Group Counseling	72	8
Quick Access Counseling (Urgent / Walk-in)	426	206
Psychiatric Evaluations	39	56
Medication Management	225	144
Sexual Assault Advocacy	4	7

COVID-19: The Wellness Center took the lead in the College's COVID-related health care. To date, over 5800 COVID-19 tests have been administered on the SMCM campus. These tests include weekly surveillance testing, athletic testing, and frontline worker testing. Fifty tests were administered on demand for students, staff, and faculty. For more information on surveillance testing, please see Information Item III. B, COVID-19 Surveillance Testing Report.



Total Tests Administered



COVID-19 Tests administered by SMCM staff on the SMCM campus.

900 was used as the base data range for the Y axis to match the approximate total number of residents on campus for the 2020-2021 academic year.

This range will increase automatically over time as testing continues.

In the spring semester, 19 positive COVID-19 cases were reported to the Wellness Center. Of these, 10 students utilized isolation units on campus. An additional 36 students completed

quarantine on campus, with many more who were monitored for symptoms or close contact / possible exposure. For the year, a total of 63 cases of COVID-19 were made known to the Wellness Center, determined by SMCM administered test, self-reporting, and contact tracing reports of individuals that were on the SMCM campus. At the height of reported cases on campus (September 17, 2020), the campus had a 1.1% positivity rate.

Cases	Testing	Quarantine	Isolation	Positivity
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Total Active Cases



Positive cases determined by SMCM administered test, self reporting, and contact tracing reports of individuals who have physically been on SMCM campus within the past 14 days.

Approximately 80 cases would equate a 5% positivity rate. This is the threshold at which on-campus living arrangements will be reassessed.

Each day, faculty, staff, and students track potential COVID-19 symptoms via the SMCM Daily Symptom Tracker. The Wellness Center Staff has reviewed 158,738 responses to Tracker since August 2020 and contacted any respondent reporting symptoms. This system will also be used as a mitigation tool for guests attending Grad Walk.

SMCM partnered with the St. Mary's County Health Department to provide information to the campus regarding COVID-19 vaccinations. The Wellness Center Staff sent out vaccine eligibility letters to 210 faculty and staff members, and 341 student employees as the vaccine phases were opened to higher education in the State of Maryland. Transportation to the vaccine clinic was offered, with 23 students participating.

Campus Safety

The Office of Public Safety (OPS) continues to follow the recommendations made in the consultants' report for positive improvements to campus service. They have obtained and begun utilizing Power DMS for policy and training management. This online software helps to ensure all officers have read updated policies and tracks training sessions attended. Two officers have become Certified Field Training Officers, and one Sergeant attended a Special Police Officer

Academy. Trainings such as these provide information that can then be shared with the rest of campus. For example, after attending Fair and Impartial Policing training, Public Safety conducted the same training for the rest of the public safety staff, along with a modified training for resident assistants.

OPS is working to engage students in their efforts and re-established the Public Safety Advisory Council, co-chaired by the Director of Public Safety and the President of the Black Student Union. This group recommended additional assessments be conducted. As such, all students were assessed regarding their experiences with Public Safety. OPS also sends surveys to all with whom they formally interact.

Campus Shield (also known as the Seahawk Safe Mobile App), serves as an emergency communication tool between the SMCM community and Public Safety. This tool provides emergency calling with location tracking, the ability to receive Seahawk Alerts, a tip line, friend watch safety check, and student handbook and emergency procedure information. Utilization of this service continues to rise, with tip line reporting on COVID-19 policy violations comprising the majority of the increase.

	2019-2020 Totals	2020-2021 Totals
Calls for Service	846	527
Reports	91	55
Campus Shield Tips	46	65
Campus Shield Emergency Calls	16	8
Campus Shield Users	Unknown	1777



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
REPORT SUMMARY**

Date of Meeting: May 7, 2021

Date of Next Meeting: October 2021

Committee Chair: Danielle Troyan '92

Committee Members: Nick Abrams, Carlos Alcazar, John Bell '95, Chair Lex Birney, Alice Bonner '03, Fatima Bouzid '22, Peg Duchesne '77, President Tuajuanda Jordan

Staff Members: Kelsey Bush '94, Michael Dunn, Shana Meyer, Derek Young '02

Dashboard Metrics

N/A

Executive Summary

Discussion Items

Student Trustee Report

Fatima Bouzid '22 will provide the Student Trustee Report.

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

Kelsey Bush '94 will provide key accomplishments and next steps on IDEAA goals for the year.

Vice President for Student Affairs/Dean of Students Report

Interim Vice President for Student Affairs, Shana Meyer, will provide an overview of the division's efforts in achieving two overarching goals for the year.

Information Items

COVID-19 Surveillance Testing Report

The Spring 2021 surveillance testing report will show the percentages of students, faculty, and staff who participated in surveillance testing and the reasons others who were selected did not participate.

Title IX Updates

Michael Dunn will provide information on Spring '21 Title IX reports, the 2021 campus climate survey, prevention programming and an update from the Office of Civil Rights.

Revision to Academic Judicial Procedures

Update regarding the procedural changes made to the College's Academic Misconduct procedures.

Action Items

II.A. Endorsement of the Non-Discrimination Procedures Policy

The Non-Discrimination Procedures Policy establishes procedures to address and investigate allegations of discrimination or harassment based on race, sex, gender, ability status, and other identity characteristics that are protected by law and included in the College's Non-Discrimination Policy. These procedures apply to students, faculty, and staff. The Procedures include provisions for a formal investigation process, as well as an Alternative Dispute Resolution process. Reports filed under these procedures would be managed under the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) and/or Human Resources.

II.B. Endorsement of the Support Pregnant and Parenting Students Policy

As required by Title IX, the Policy to Support Pregnant and Parenting Students ensures that all students who are pregnant, experiencing pregnancy-related conditions, and new parents, are treated equally and protected from discrimination. The policy prohibits discrimination based on pregnancy and parenting status, describes reasonable accommodations for pregnant and parenting students, and prohibits harassment and retaliation. The Title IX Office would manage the implementation of this policy, with support as needed from the Office of Accessibility Services and the Office of Human Resources.

II.C. Endorsement of the 2021 Cultural Diversity Report

Each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. The Board approved report will be submitted to the Maryland Higher Education Commission, the agency responsible for monitoring the College's progress toward achieving the goals outlined in its plan and ensure compliance with the State's goals for higher education



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
MEETING OF MAY 7, 2021**

AGENDA

- I. DISCUSSION ITEMS**
 - A. Student Trustee Report
 - B. Inclusive Diversity, Equity, Access and Accountability (IDEAA) Report
 - C. Vice President for Student Affairs/Dean of Students Report

- II. ACTION ITEMS**
 - A. Approval of the Non-Discrimination Procedures Policy
 - B. Approval of the Policy to Support Pregnant and Parenting Students
 - C. Approval of the Maryland Higher Education Commission (MHEC) Cultural Diversity Report

- III. INFORMATION ITEMS**
 - A. Minutes (Meetings of February 5, 2021 and March 12, 2021)
 - B. COVID-19 Surveillance Testing Report
 - C. Title IX Updates
 - D. Revision to Academic Judicial Procedures (Appendix 1 and Appendix 2)

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

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF MAY 7, 2021
DISCUSSION ITEM I.A.
STUDENT TRUSTEE REPORT**

It truly has been a year of adapting and resilience amongst the St. Mary's community. We have made it to our last meeting, after a whole year of hybrid, and about 30% of students attending remotely.

In the past, I have mentioned bills that were passed by Student Government in order to create an ever-improving St. Mary's campus. We have recently finalized the MySSP Bill that will give students the ability to connect with mental health services on their devices. MySSP (My Student Support Program) is a confidential online counseling service offering mental health support for all SMCM students via text, phone, or video. Thanks to Laurie Scherer, Director Wellness Center, we will have this platform for students starting next school year.

In addition, the in-person World Carnival, including off-campus students, was a success. Some of the events for this year's World Carnival included: axe throwing, food trucks, and stuffed animal making.

As we look ahead for a fully in-person 2021-2022 school year, some students have reservations about how successful bringing back the whole community would be. In talking to students, I am telling them that St. Mary's will take the healthiest and safest approach to bring students back. Students hope the College will provide information such as whether students will be required to take the Covid-19 vaccine and if the same randomized surveillance testing will be used in the following school year.

The classes of 2022 and 2023 were worried about fulfilling their Experiencing the Liberal Arts in the World (ELAW) requirements. Due to the pandemic, ELAW waivers were offered to the classes of 2020 and 2021, but not to current juniors or sophomores. St. Mary's recently waived this requirement to ensure the Classes of 2022 and 2023 do not need to worry about this requirement.

Finally, the new Student Trustee in Training was selected this past month. I want to welcome Brayan Ruiz Lopez, of the Class of 2024. He majors in Neuroscience, with a minor in Philosophy. As a Freshman he is already very involved in our community. Brayan is the social media consultant for the SMCM Pre-Med Club and has also assisted with the organization of programs such as "Healthy Relationship" and "A Call to Men." We have a meeting planned to create a smooth transition. In addition, with the mentoring that will now be in place for upcoming Student Trustees, the already rewarding experience of being a Student Trustee will be even more of a learning opportunity. I am sure he will do an amazing job as he prepares to take on this role.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF MAY 7, 2021
DISCUSSION ITEM I.B.
INCLUSIVE DIVERSITY, EQUITY, ACCESS AND ACCOUNTABILITY
(IDEAA) REPORT**

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

The Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) has been steadily working with students, faculty, and staff to develop relationships and identify areas and ways that the College could increase inclusivity and diversity in an equitable fashion.

Throughout this academic year, the team in IDEAA has worked to fulfill its stated mission of leading campus-wide efforts to create and sustain policies, initiatives, and resources to ensure that the College is a welcoming, transformative, and empowering institution where all students, faculty, and staff can thrive.

To that end, IDEAA has focused on establishing itself as a leading resource on campus by building relationships, identifying and addressing policy gaps, and offering responsive programming to respond to current issues and celebrate the diverse threads of the College community.

The table below summarizes some of IDEAA's key accomplishments of the past year, based on the 2020-21 goals outlined in our October 2020 report to the Board, as well as our planned next steps.

Goal	Key Accomplishments and Next Steps
To <i>create the IDEAA division and structure</i> while bringing together, and cultivating relationships with, campus offices and stakeholders to advance inclusive diversity, equity, access, and accountability.	<p>Key Accomplishments</p> <ul style="list-style-type: none"> ● Developed IDEAA vision, mission, and website ● Launched Black, Indigenous, and People of Color (BIPOC) Faculty Collaborative ● Developed policies with campus partners: <ul style="list-style-type: none"> ○ Non-Discrimination Procedures (pending Board approval) ○ Policy to Support Pregnant and Parenting Students (pending Board approval) ○ Bias Prevention and Support Team ○ Procedures for extended health episodes (with the Wellness Center and Accessibility Services)

	<ul style="list-style-type: none"> ○ Personal care attendant policy (with Accessibility Services) <p>Next Steps</p> <ul style="list-style-type: none"> ● Develop IDEAA strategic plan, based on research and evidence-based practices, focusing on recruitment, retention, and wellness, in conjunction with the forthcoming College strategic plan
<p>To <i>review the existing data</i> around IDEAA issues to establish a baseline of performance. We will then <i>develop evaluation processes</i>, including measurable outcomes, to assess changes or areas of concern.</p>	<p>Key Accomplishments</p> <ul style="list-style-type: none"> ● Engaging in ongoing research on best practices to use data to inform accountability measures ● Partner with the Office of Institutional Research to retrieve data regarding high-impact practices, equity gaps in General Education course grades, and the withdrawal of BIPOC students <p>Next Steps</p> <ul style="list-style-type: none"> ● Develop evaluation processes and data dashboards to bolster accountability
<p>To develop and implement <i>programs and activities</i> to highlight and support the IDEAA mission.</p>	<p>Key Accomplishments</p> <ul style="list-style-type: none"> ● Supported student affinity groups ● Conducted engagement surveys for underrepresented minority faculty and students ● Advised Enrollment Management to address equity issues and bolster Latino recruitment, in partnership with Latino faculty and students ● Participated in campus-wide committee on retention to advise on retaining students of color and first-generation students ● Hosted monthly film series ● Engaged with campus partners to developing land acknowledgement <p>Next Steps</p> <ul style="list-style-type: none"> ● Create an ongoing calendar of IDEAA-related programs
<p>To collaborate with other units to <i>respond to</i></p>	<p>Accomplishments</p>

<p><i>campus-related issues and events</i> that are driven by local, state, national or world events.</p>	<ul style="list-style-type: none"> ● Co-hosted four-part “Bridging Our Gaps: Community Conversations to Rebuild Our Democracy” program series with the College of Southern Maryland and the Center for the Study of Democracy ● Hosted a community town hall, “Finding Our Way,” to discuss the January 6, 2021 insurrection at the U.S. Capitol ● Authored multiple letters to the campus community to address campus and national issues, including the January 6, 2021 insurrection at the U.S. Capitol, the commemoration of Black History Month, and the murders of Asian and Asian American women in Atlanta ● Co-Hosted with Student Affairs and Public Safety a town hall in response to the verdict in the Chauvin trial ● Collaborating with campus and community partners to plan the inaugural Mathias de Sousa Leadership Symposium in October 2021 <p>Next Steps</p> <ul style="list-style-type: none"> ● Create an ongoing IDEAA newsletter to ensure consistent communication
<p>To develop <i>training opportunities</i> built around the IDEAA framework.</p>	<p>Key Accomplishments</p> <ul style="list-style-type: none"> ● Engaged EverFi as vendor for online diversity, equity, and inclusion training for students, faculty, and staff ● Based on student feedback, engaged in outreach to faculty about the inclusion of transgender students in the classroom, and partnered with trans students on additional training resources <p>Next Steps</p> <ul style="list-style-type: none"> ● Develop a comprehensive campus-wide training plan beginning in summer 2021

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF MAY 7, 2021
INFORMATION ITEM III.C.
TITLE IX UPDATES**

Contents

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The team in the Office of Title IX Compliance Training (the Title IX Office), Michael Dunn and Helen Ann Lawless, is pleased to share updates from a busy spring 2021 semester.

I. Spring 2021 Title IX Reports

The Title IX Office has continued to receive fewer reports than usual during this extraordinary academic year. As of April 15, 2021, the Title IX Office has received 11 Title IX reports and 5 reports of non-Title IX issues as follows:

- | | |
|---|---------------------------------|
| • Non-Title IX issues (5) | • Sexual assault unknown (1) |
| • Sexual harassment (3) | • Dating violence (1) |
| • Non-consensual sexual intercourse (2) | • Stalking (1) |
| • Non-consensual sexual contact (2) | • General sexual misconduct (1) |

Of the 11 Title IX reports received, six described incidents occurring in spring 2021, and nine described incidents occurring on campus.

Five of the 11 Title IX reports described incidents of sexual assault (non-consensual intercourse, non-consensual contact, and sexual assault unknown). Of these five reported incidents, one occurred in spring 2021 and three occurred on campus.

The reports have been resolved as follows:

- Proceeded as far as possible (7). These include cases in which students did not respond to outreach from the Title IX Office (3) and the reporting party was unknown (3)
- Initial assessment in progress (3)

- Non-Title IX issues (5)
- Honored reporting party's request for confidentiality (1)

Unlike previous years, the Title IX Office has not conducted any formal investigation processes. This may be due to a combination of factors including the pandemic circumstances and the new formal investigation process required by the Trump administration's Title IX regulations.

Two spring 2021 reports involved sexual harassment allegations against faculty or staff members:

- The first report alleged sexually harassing behavior towards students by a staff member, although the affected students did not wish to share information with the Title IX Office.
- The second report alleged that a faculty member was making inappropriate comments in class, although the Title IX Office found that the alleged conduct would not be considered a Title IX policy violation.

In both situations, the Title IX Office conducted an initial assessment of the allegations, including meetings with the employees. The Title IX Office reminded the employees of the College's policies and expectations for professionalism, and informed all parties that the College may engage in additional investigation if we receive more information.

II. 2021 Campus Climate Survey

The College conducted its annual campus climate survey from January 19 through February 9, 2021. The survey was administered and analyzed by the Office of Institutional Research (OIR) and garnered a response rate of 30% (up from 27% last year). OIR's executive summary notes (with *emphasis added*):

Student opinions continue to show a *markedly positive trend to increase on nearly every survey measure*, including perceptions of campus culture, perceptions of Title IX processes, perceptions of faculty/staff/administrators, and knowledge of Title IX campus resources. *Many metrics have reached their most positive values in six years*, continuing an improvement that was evident in last year's survey. There continue to be some students who are dissatisfied with Title IX processes and procedures, and comments reveal that the reasons remain similar to previous years – perceptions of few consequences for offenders, an unsafe reporting process, and general concerns about safety on campus.

Among all survey respondents, 12% indicated that they had experienced sexual assault or sexual violence since coming to the College, a substantial decrease from the 22% reported in 2020. It is likely that this is related at least in part to the lower number of students on campus during the latter part of the Spring 2020 semester and the 2020-21 academic year due to the COVID-19 pandemic.

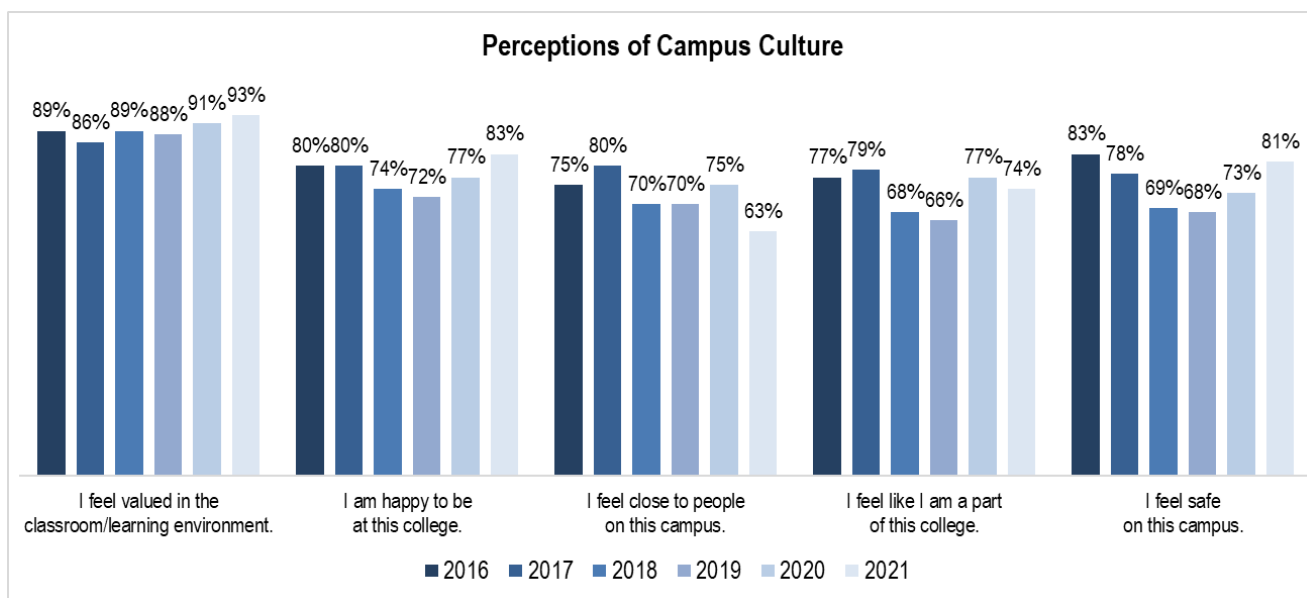
The data and conclusions below are drawn from OIR's analysis.

a. **Perceptions of Campus Culture**

Participants were asked to respond to five statements gauging their perception of the campus culture. The below graph shows the percent of participants who agreed or strongly agreed with each of the statements,

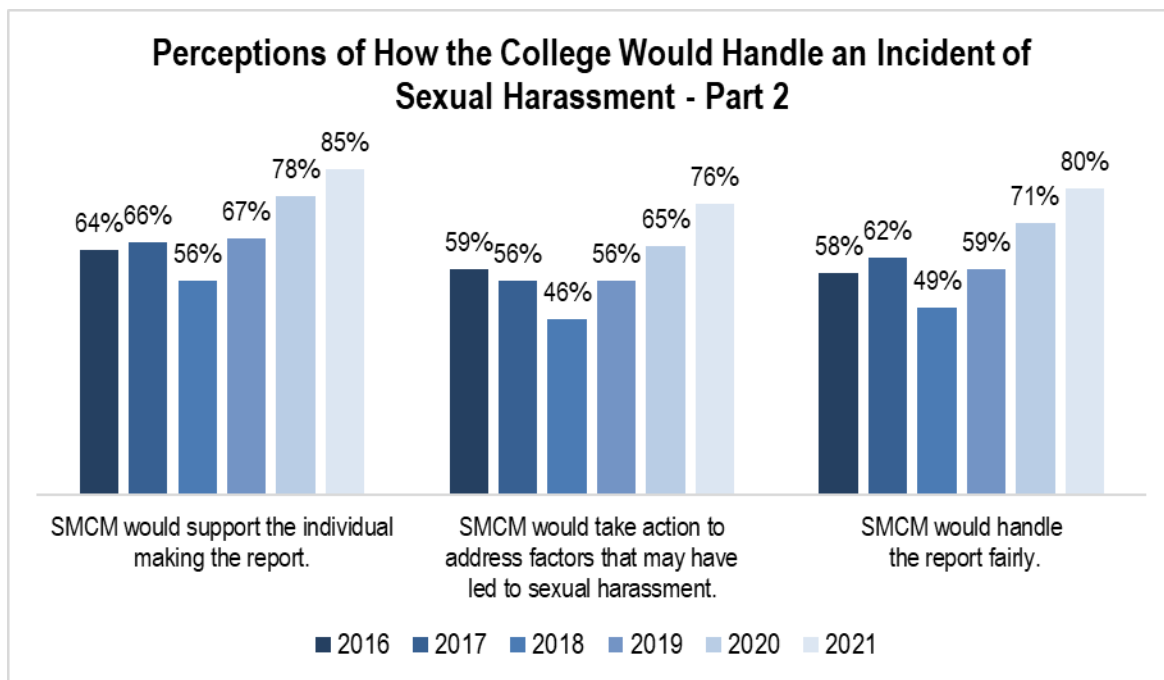
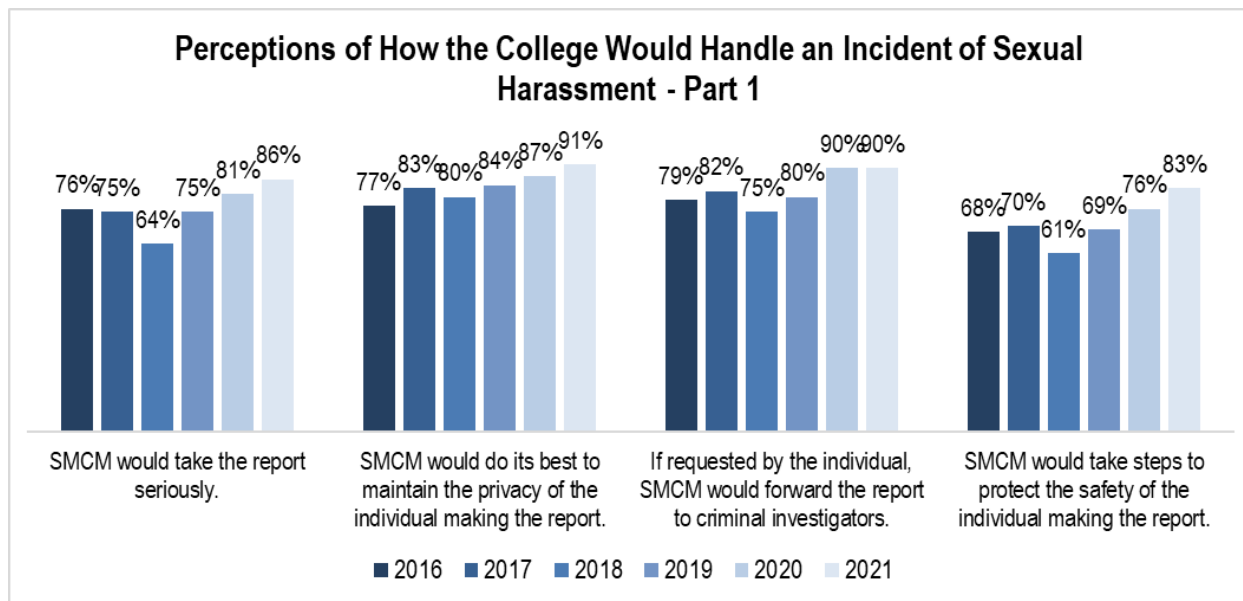
from the 2016 survey through to the current 2021 survey. Although perceptions appeared to decline in 2018 and 2019, perceptions on all questions improved in the 2020 and 2021 surveys.

One notable exception is for how close students feel to people on campus in 2021, which dropped to its lowest point over the six-year period. A probable explanation for this exception is the COVID-19 pandemic and the absence of most normal in-person campus experiences.



b. Perceptions of How the College Would Handle an Incident of Sexual Harassment

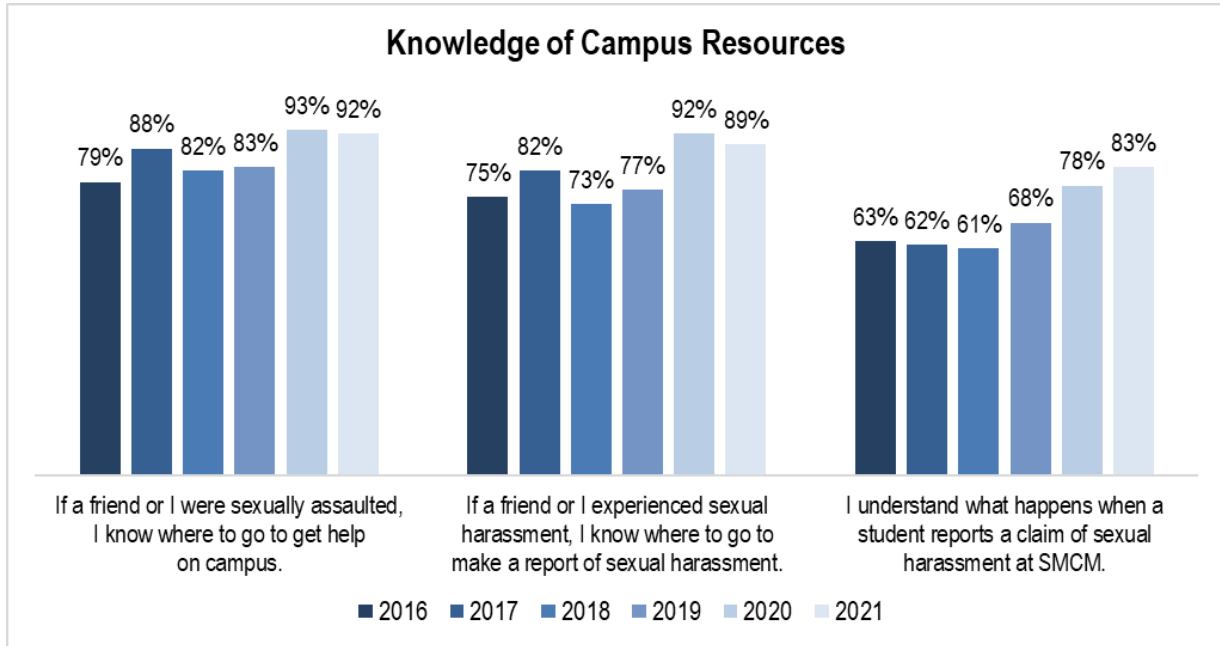
Participants were asked to indicate their agreement with statements about the likelihood of a given scenario if an individual reported an incident of sexual harassment (e.g., sexual assault, dating violence, stalking) to the College. The below graphs show the percentage of participants who felt the given scenario was likely or very likely. Responses to these statements on the 2020 survey reached their highest levels of approval in five years and this upward trend continued with the 2021 survey.



Compared to all previous surveys since 2016, participant perceptions have substantially improved in all scenarios. This further supports the general conclusion that the 2018 survey represented an anomalous low point in campus perceptions and satisfaction with Title IX processes. Additionally, all frequencies of “likely or very likely” are now well over 50%. These improvements across all survey items in this section is highly encouraging.

c. Knowledge of Campus Resources

Survey participants were asked three questions about their knowledge of campus resources related to sexual harassment. The below graph shows the percentage of participants stating that they agreed or strongly agreed with the provided statement. Large improvements observed in the 2020 survey were generally maintained in 2021.



Measures in this section remained comparable to last year's survey. Overall students remain more aware of resources and where to find them compared to the first four years of the survey.

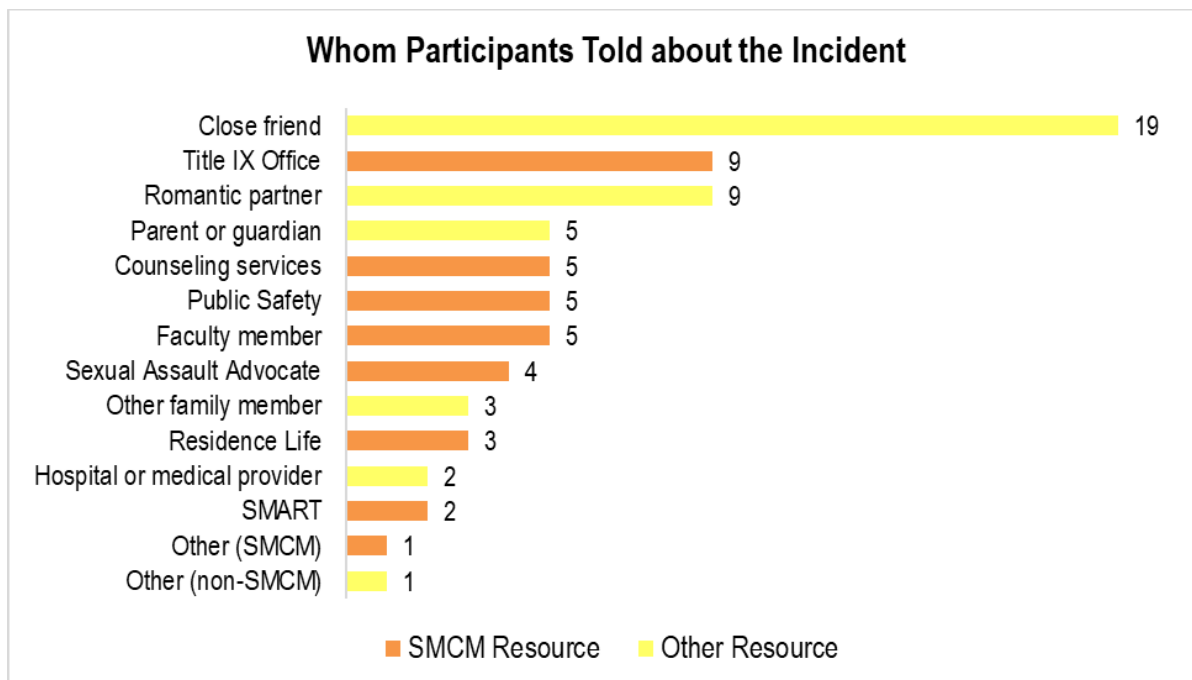
d. Incidences of Sexual Misconduct

The survey asked participants about their own personal experiences with incidences of sexual assault or sexual violence (which may include sexual assault, stalking, and relationship violence).

Of the 360 survey participants answering questions in this section, 42 participants (12%) indicated that they had experienced these forms of sexual harassment since coming to the College, down substantially from the 22% incidence rate reported in 2020 and representing the lowest percentage in five years. Eighteen students (5%) declined to answer the question ("Prefer not to say").

The incidence rates of sexual assault or violence were also examined among the various demographic subgroups, as self-disclosed by survey respondents. There were marked gender differences in incidence rates, with women showing an incidence rate three times higher than that of men. Other notable differences are that first-year students reported a drastically lower incidence rate, and students identifying as having a disability had higher incidence rates than students with no disability.

Of the 42 participants who reported having experienced sexual harassment first hand, 29 agreed to answer additional questions about their experience(s). Of those 29 respondents, 20 indicated that they told someone else about the incident(s), most often a close friend or the Title IX Office. The pattern of whom 2021 participants chose to tell is very similar to the reports by 2020 respondents.



Participants were also asked to assess the quality of the help they received from the resources they informed about the incident. Of the nine respondents receiving help from the Title IX Office, six (67%) indicated good or very good quality of help. This is a drop from last year's survey where 18 of 23 participants (78%) indicated the help they received from the Title IX Office was good or very good, but the smaller sample size this year makes it difficult to interpret whether this change is meaningful.

e. Next Steps

The Title IX Office continues to work with OIR to analyze the survey data. The Title IX Office will share information about these survey results with different campus constituencies throughout the spring and summer.

III. Policy to Support Pregnant and Parenting Students

The IX Office seeks the approval of a Policy to Support Pregnant and Parenting Students.

As required by Title IX, this policy ensures that all students who are pregnant, experiencing pregnancy-related conditions, and new parents, are treated equally and protected from discrimination. The policy prohibits discrimination based on pregnancy and parenting status, describes reasonable accommodations for pregnant and parenting students, and prohibits harassment and retaliation. The Title IX Office would manage the implementation of this policy, with support as needed from the Office of Accessibility Services and the Office of Human Resources.

IV. Prevention Programming: *One Love* and *A Call to Men*

Each year, the Title IX Office hosts prevention workshops from the [One Love Foundation](#) to educate students about healthy and unhealthy relationships. Usually we partner with Athletics to plan an event aimed at student-athletes, and historically, 99% of participants have recommended attending the program. Due to the pandemic, we reimagined the stand-alone event to include 30 convenient team or club meetings throughout February and March 2021, intending to reach as many students as possible. With the help of the SGA, Club Council, and Athletics Department, we reached 18 athletic teams, 12 other student organizations, and trained 38 peer educators. Altogether, we reached over 350 students with this prevention activity.

We are currently concluding our second year of [A Call to Men](#) programming as a part of our 5-year grant through the Maryland Department of Health. A Call to Men facilitators meet with men's athletic teams on a semesterly basis to talk about healthy manhood and the role men can play in sexual violence prevention. This semester, we added two open sessions and an affinity session for men of color to engage more men in this important conversation. As of April 14, with four out of 11 total events remaining, the programming has reached 111 students so far. Over the past two years, the program has yielded positive evaluation results. Among other measures, 99% of participants recommend attending the program.

V. Update from OCR

On February 25, 2021, the College received a letter from the Office of Civil Rights (OCR), the division of the federal Department of Education that enforces Title IX. The letter was in reference to a resolution agreement that the College had entered with OCR in 2013, following an investigation of Title IX practices on campus at that time. Under this resolution agreement, the College has been providing detailed monitoring reports to OCR every semester about the Title IX reports we receive and the steps we take to address them. We also provide information about prevention initiatives and other related work.

The February 25 letter informed the College that OCR had concluded that we have met all of the requirements of the resolution agreement, and no further monitoring would be required. OCR also thanked the College for its "continued commitment to the enforcement of Title IX and prevention of sexual harassment."

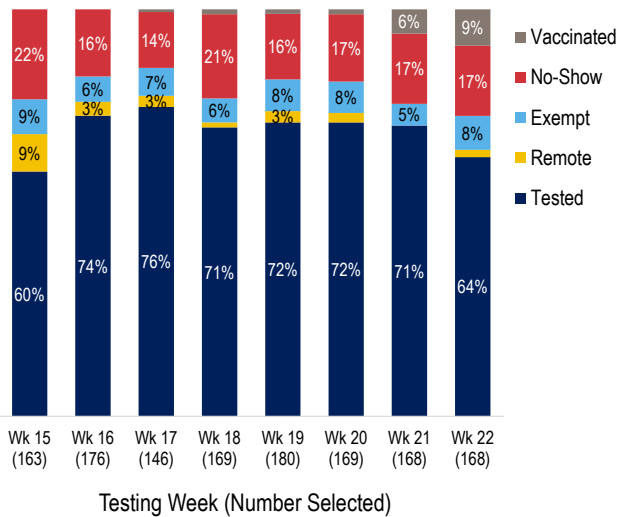
We are proud of the work we are able to accomplish with our amazing colleagues and students, under Dr. Jordan's leadership. We appreciate OCR's recognition of our progress as a campus community and we look forward to continuing and deepening the important project of Title IX.

Surveillance Testing Outcomes

Spring 2021

Week 15 (3/4/21) - Week 22 (4/22/21)

Students



Students (Final Report)

Student surveillance testing concluded with Week 22 (4/22/21).

About 165 students were selected each week from a rotating pool of about 700 eligible students.

Ineligible students (about 700):

- Remote students
- Vaccinated students
- Student athletes in season
- Students positive for COVID-19 in the past 90 days
- Commuter students not on campus on Thursdays

Over the past eight weeks, student testing stayed fairly consistent after a rise in the first week.

Very few students in the selection pool were reporting remote learning by Week 22.

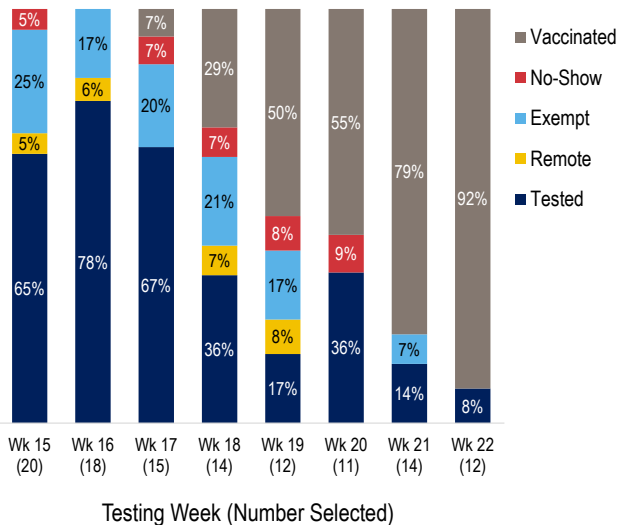
(Those already known to be remote have been removed from the selection pool.)

However, the no-show rate remained fairly high (average of 18%).

Over the past eight weeks, 25 students were referred for conduct violations (missing two weeks of surveillance testing in a row without a valid exemption).

The student vaccination rate is slowly rising after being at 1% for four weeks in a row.

Faculty



Faculty (One Week Remaining)

Faculty surveillance testing will conclude with Week 23 (4/29/21).

About 15 faculty members are selected each week from a rotating pool of about 70 eligible faculty.

Ineligible faculty (about 120):

- Remote faculty
- Vaccinated faculty
- Faculty on sabbatical
- Faculty positive for COVID-19 in the past 90 days
- Faculty who are not on campus on Thursdays

Vaccination is rapidly increasing among faculty members, resulting in a sharp decline in the percentage who are tested (and the overall number who are eligible).

For example, in Week 22, only 1 faculty member was tested (the other 11 were vaccinated).

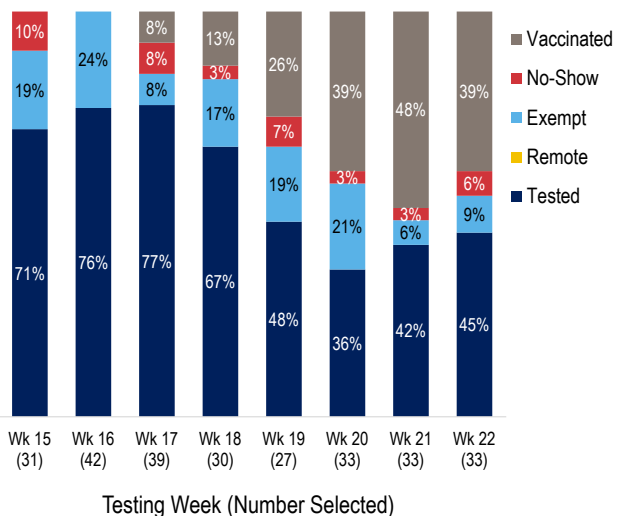
Few faculty in the selection pool are reporting remote-only instruction.

(Those already known to be remote have been removed from the selection pool.)

Very few faculty (0 or 1 per week) are no-shows, and none are repeat no-shows.

No faculty members have been issued a letter of reprimand.

Staff



Staff (One Week Remaining)

Staff surveillance testing will conclude with Week 23 (4/29/21).

About 30 staff members are selected each week from a rotating pool of about 155 eligible staff.

Ineligible staff (about 125):

- Remote staff
- Vaccinated staff
- Athletic staff in season
- Staff positive for COVID-19 in the past 90 days
- Staff who are not on campus on Thursdays
- Frontline staff (Wellness, housekeeping, public safety)

Vaccination is increasing among staff members, although not as quickly as among faculty.

No staff members in the selection pool are reporting remote-only work.

(Those already known to be remote have been removed from the selection pool.)

Few staff members (0-3 per week) are no-shows, and none are repeat no-shows.

No staff members have been issued a letter of reprimand.

**BOARD OF TRUSTEES
ST. MARY’S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF MAY 7, 2021
ACTION ITEM 2021-38
APPROVAL OF POLICY TO SUPPORT PREGNANT AND PARENTING STUDENTS
(See Appendix B for Supporting Documents)**

RECOMMENDED ACTION

The Campus Life Committee recommends approval at its May 7, 2021 meeting, by the Board of Trustees, St. Mary’s College of Maryland, of the Policy to Support Pregnant and Parenting Students.

RATIONALE

As required by Title IX, the Policy to Support Pregnant and Parenting Students ensures that all students who are pregnant, experiencing pregnancy-related conditions, and new parents, are treated equally and protected from discrimination. The policy prohibits discrimination based on pregnancy and parenting status, describes reasonable accommodations for pregnant and parenting students, and prohibits harassment and retaliation. The Title IX Office would manage the implementation of this policy, with support as needed from the Office of Accessibility Services and the Office of Human Resources.

St. Mary's College of Maryland
Policy to Support Pregnant and Parenting Students
April 2021

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I. Policy Summary

St. Mary's College of Maryland (the “**College**” or “**SMCM**”) is committed to providing an educational, living and working environment free from all forms of harassment and discrimination for all members of the community. As stated in the St. Mary's Way, the College aspires to be a place “where people foster relationships based upon mutual respect, honesty, integrity, and trust.”

As a recipient of federal funding, and in adherence to Title IX of the Education Amendments of 1972, the College prohibits discrimination on the basis of sex, including discrimination based on pregnancy and parental status, in educational programs and activities. The College hereby establishes this policy and procedures to ensure that all students who are pregnant, experiencing pregnancy-related conditions, and new parents, are treated equally and protected from discrimination.

The College's Title IX Coordinator and the staff of the Office of Title IX Compliance and Training (the “Title IX Office”) are available to address any questions or concerns about this policy. College employees who are pregnant or parenting may contact the [Office of Human Resources](#) or see [the Employee Handbook](#) for more information.

II. Offices Affected by this Policy

The College's Title IX Coordinator and the staff of the [Title IX Office](#) oversee the implementation of this policy. The Title IX Office partners with the [Office of Accessibility Services](#) and the [Office of Human Resources](#) to implement accommodations relating to pregnancy or parental status.

III. Who Should Know About this Policy

This policy applies to all students, faculty, and staff at the College, as well as all aspects of the College's program, including, but not limited to, admissions, educational programs, activities, and extracurricular activities.

A copy of this policy shall be made available to faculty, staff, and employees in their required training and posted on the website of the Office of Title IX Compliance and Training (www.smcm.edu/title-ix). The College shall alert all new students to this policy and the location of this Policy. The Title IX Office shall make educational materials available to all members of the College community to promote compliance with this policy and familiarity with its procedures.

IV. Definitions

Medical Necessity: A determination made by a health care provider (of the student's choosing) that a certain course of action is in the patient's best health interests.

Parenting: The raising of a child by the child's parents or legal guardians.

Pregnancy and Pregnancy-Related Conditions: May include, but are not limited to, pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions.

Pregnancy Discrimination: Includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected, and includes a failure to provide legally mandated leave or accommodations.

Pregnant Student/Birth-Parent: Refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant individuals, regardless of gender identity or expression.

Reasonable Accommodations: (For the purposes of pregnancy-related conditions) changes in the academic environment or typical operations that enable pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the College.

V. Policy

A. Prohibition of Discrimination Based on Pregnancy and Parenting Status

The College prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The College shall not apply any rule related to a student's parental, family, or marital status that treats students differently based on their sex.

The College shall not exclude a pregnant student from participating in any part of an educational program. This prohibition applies to academic courses, extracurricular programs, interscholastic sports, and opportunities for student leadership, among other activities.

The College may modify or provide reasonable accommodations for a pregnant student. These modifications or accommodations cannot alter course goals/outcomes and must be comparable to the experience of other enrolled students.

In general, the College shall excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems the absences medically necessary. The College will work with the student to provide appropriate accommodations and to assist the student in making up any missed work. When a student returns to school after a medical leave related to pregnancy or a pregnancy-related condition, the student must be allowed to return to the same academic and cocurricular status as before the medical leave began.

Pregnant students will be able to access the same general supports offered to students who experience extended health episodes and/or students who receive disability-related accommodations. The College will work with each pregnant or parenting student individually to determine which existing supports are the most reasonable to access in their circumstance.

The College may require a pregnant student or student who has given birth to submit medical releases for a return to classes only if the College also requires such releases from all students with physical or emotional conditions requiring the attention of a physician. Thus, for example, a student who has been hospitalized for childbirth shall not be required to submit a medical release to return to the College if a provider's release is not required of students who have been hospitalized for other conditions.

B. Reasonable Accommodations for Pregnant and Parenting Students

Students with pregnancy-related disabilities, like any student with a short-term or temporary disability, are entitled to reasonable accommodations so that they are not disadvantaged in their courses of study or research. These students may seek assistance from the Office of Title IX Compliance and Training and/or the Office of Accessibility Services, and should do so as soon as they are aware they are pregnant or may need an accommodation. No artificial deadlines or

time limitations will be imposed on requests for accommodations, but the College is limited in its ability to impact or implement accommodations retroactively.

Reasonable accommodations may include, but are not limited to:

- Providing accommodations requested by a pregnant student to protect the health and safety of the student and/or pregnancy (such as allowing the student to maintain a safe distance from hazardous substances);
- Making modifications to the physical environment (such as accessible seating);
- Working with students who are using temporary mobility supports (e.g., wheelchair, cane) to ensure physical accessibility to campus;
- Extending deadlines and/or allowing the student to make up tests or assignments missed;
- Offering remote learning options where possible;
- Excusing medically-necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member, department, or division);
- Granting medically necessary leave or implementing incomplete grades for classes that will be resumed at a future date; or
- Allowing breastfeeding students reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. Bathroom stalls do not satisfy this requirement. Dedicated, permanent lactation spaces may be found in the Wellness Center and Montgomery Hall (forthcoming).

Students may not receive any accommodations that lessen or alter essential course requirements. Essential requirements vary from course to course, so what may be possible to support in one class (e.g., multiple absences from class, longer extensions on assignments) may not be feasible in another class. The College will collaborate closely with the student and their instructors to determine which course completion options are viable in a particular semester. Pregnant students cannot be channeled into an alternative program, class, or institution of higher education against their wishes.

C. Prohibition of Harassment and Retaliation

In accordance with Title IX, the College prohibits harassment of students based on sex, including harassment because of pregnancy or related conditions. Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, and other conduct that may be humiliating or physically threatening or harmful. Particular actions that could constitute prohibited harassment include making sexual comments or jokes about a student's pregnancy, calling a pregnant student sexually charged names, spreading rumors about the pregnant student's sexual activity, and making sexual propositions or gestures.

Faculty, staff and other College employees are prohibited from retaliating against a student for exercising the rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because a student requests leave or accommodation, files a complaint, or otherwise exercises their rights under the policy.

VI. Complaints, Disputes, and Appeals

Any member of the College community may report questions, or concerns, or possible violations of this policy to the Office of Title IX Compliance and Training. The Title IX Coordinator is responsible for overseeing complaints of discrimination involving pregnant and parenting students. Alleged violations of this policy will be addressed and/or investigated through the College's Non-Discrimination Procedures.

Office of Title IX Compliance and Training

www.smcm.edu/title-ix

Lucille Clifton House

240-895-2012

Michael Dunn

Assistant Vice President of Equity and Inclusion/Title IX Coordinator

mkdunn@smcm.edu

240-895-4105

VII. Responsible College Offices

The [Office of Title IX Compliance and Training](#) is available to address questions and concerns about this policy, its implementation, and its enforcement.

The [Office of Accessibility Services](#) and/or the [Office of Human Resources](#) are available to address questions and concerns about accommodations for pregnant and parenting students.

VIII. References

For more information about support and resources for pregnant and parenting students, and for more information about Title IX protections against discrimination, please see the following resources:

[Supporting the Academic Success of Pregnant and Parenting Students: Under Title IX of the Education Amendments of 1972](#), U.S. Department of Education, Office for Civil Rights, June 2013

[Know Your Rights: Pregnant or Parenting? Title IX Protects You From Discrimination At School](#), U.S. Department of Education, Office for Civil Rights, June 2013

Office for Civil Rights, U.S. Department of Education

Philadelphia Office (Regional Office for Maryland)

The Wanamaker Building

100 Penn Square East, Suite 515

Philadelphia, PA 19107-3323

Phone: 215-656-8541

FAX: 215-656-8605

TDD: 800-877-8339

Email: OCR.Philadelphia@ed.gov

Website: <http://www2.ed.gov/about/offices/list/ocr/index.html>

Maryland Commission on Civil Rights

Phone: 410-767-8600

Website: <http://mccr.maryland.gov/>

Equal Employment Opportunity Commission

Phone: 800-669-4000

TTY: 800-669-6820

Website: <https://egov.eeoc.gov/eas/>

**BOARD OF TRUSTEES
ST. MARY’S COLLEGE OF MARYLAND
CAMPUS LIFE COMMITTEE
MEETING OF MAY 7, 2021
ACTION ITEM 2021-39
APPROVAL OF THE 2021 CULTURAL DIVERSITY REPORT
(See Appendix C for Supporting Documents)**

RECOMMENDED ACTION

The Campus Life Committee recommends approval by the Board of Trustees, St. Mary’s College of Maryland, of the College’s 2021 Cultural Diversity Report for submission to the Maryland Higher Education Commission.

RATIONALE

In accordance with §11-406 of the Education Article, the governing body of each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. These plans must be submitted to each institution's board by July 1. Further, statute requires that each institution submit, by September 1 of each year, a report to the Maryland Higher Education Commission (MHEC) summarizing institutional progress toward the implementation of its plan for cultural diversity. According to statute, the Commission must monitor each institution's progress toward achieving the goals outlined in its plan and ensure compliance with the State's goals for higher education. Additionally, the Commission is required to report its findings to the Senate Education, Health, and Environmental Affairs Committee; the Senate Budget and Taxation Committee; the House Appropriations Committee; and the House Committee on Ways and Means by December 1 of each year.

ST MARY'S

COLLEGE *of* MARYLAND

The National Public Honors College

St. Mary's College of Maryland Cultural Diversity Report

2021

Answer to Item 1:

Over its history, St. Mary's College of Maryland has prided itself as an institution that celebrated a panoply of interests, people, and experiences. This goes to the founding of St. Mary's College as a monument to the Freedom of Conscience that was developed at the English settlement that stood on the same grounds as the College. The genesis of the College's founding was to be a living monument to this unique idea. St. Mary's College has always been celebrated for its diverse and vibrant students and faculty.

As a way to capture this tradition of celebrating the peculiar life at St. Mary's, the College processed the history and tradition into a document. Working together, the College community developed the St. Mary's Way. The St. Mary's Way is a communal pledge that all members of the College agree that they will join in the work to develop the College as a community. This pledge builds on the history and environment of the land and the responsibility of those associated with the College to be stewards of both of these. In addition to the support of the history and the environment, College citizens pledge to "engage in an ongoing dialogue that values differences and unique contributions of others' talent, backgrounds, customs, and worldviews." This line established the College's approach and base diversity definition.

To operationalize the tenants of the St. Mary's Way, the College adopted the following language from the American Association of Colleges and Universities (AAC&U) as its definition of diversity: "*Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious, or other affiliations).*" This adoption of a common definition of diversity allows for all members of the College community to have the same understanding of this important issue. The College administration has taken the approach to incorporate equity and diversity into all of its planning and activities. Diversity was woven into each goal of the College's most recent strategic plan in 2016 and multiple metrics were established to assess progress in meeting these goals (see Appendix 1). Due to COVID-19, the College continued with its existing strategic plan. The planning process for a new strategic plan is scheduled for the upcoming academic year with the goal of a new plan being in place for the 2022-2023 academic year.

Answer to Item 2:

Six years ago, St. Mary's College of Maryland embarked on directly addressing the diversity, inclusion, and equity on campus with the creation of an ad hoc committee of students, faculty, and staff. Through the hard work of this group and the vision of Dr. Tuajuanda C. Jordan, President of St. Mary's College of Maryland, the Inclusion, Diversity, and Equity Office was created to address the issues associated with cultural diversity. However, this was just the beginning of the College's journey into this important work. Over the next several years, the operations were refined to address the complex nature of cultural diversity. In October 2020, the office was reorganized to address diversity with a cross-cutting approach. Through the last iteration of Inclusive Diversity and Equity (IDE), the Board of Trustees and President Jordan have already acted on our public responsibility to have a diverse, equitable, inclusive, and accessible community where all can flourish and succeed. We have not and will not shy away from diving into the campus thicket when these challenges and opportunities concerning diversity, equity, and inclusion-related issues arise. One of the hallmarks of this is recently dedicated Commemorative to the Enslaved Peoples of Southern Maryland. The physical celebration of perseverance is the first step toward changing the way that we discuss this stain on our collective history. The College is in the process of developing programming and curriculum around this magnificent piece.

With this as the physical dedication to diversity, the next was to change the approach to how IDE work was done at the College. It is with that strong sense of community and resolve that the office steps into this new chapter as IDEAA: The Division of Inclusive Diversity, Equity, Access and Accountability. During President Jordan's State of the College remarks, she said, "What we've learned over the years is that the job [Inclusive Diversity and Equity] is much too complex for a single individual to address with the sense of urgency we need.... SMCM needs a different approach - one that incorporates a number of individuals with different yet complementary areas of expertise and who are familiar with our College, to help build a solid foundation, from which to grow our IDE efforts." To this end, President Jordan has tasked Michael Dunn, Assistant Vice President of Equity and Inclusion, José Ballesteros, Director of Equity Programming, and Kelsey Bush, Interim Chief Diversity Officer, to develop and implement the procedures, programs and policies to move the initiatives of IDEAA forward while making us a community accountable for our efforts.

As mentioned in the previous section, the College includes diversity in its strategic plan. In that plan, success is measured by the several metrics that are outlined in each section. A copy of this plan is included in the appendix. In addition to the measurements in the strategic plan, the unit monitors yearly retention numbers of faculty, staff, and students; follows persistence of students through graduation; uses survey data from multiple satisfaction and safety surveys; and works with different departments and student groups to identify areas of improvement and to collaborate on new initiatives to celebrate and highlight the diversity on campus.

Answer to Item 3:

As the world changed a year ago, St. Mary's College of Maryland shifted its toward the online platform to prevent the spread of COVID 19. The College's leadership led the campus on a shift toward a fully online experience for the remainder of the Spring 2020 semester. Over the summer the first of many positives occurred. The first-year learning experience began with an overhaul of the summer orientation process, Seahawk Orientation Advising and Registration (SOAR). SOAR was moved to an online format and rechristened eSOAR to reflect the electronic format. The first part of eSOAR was the orientation leaders communicating with first-year students via web-based platforms. This created a sense of community early and alleviated the travel cost usually associated with this program. To augment this process, a weekly webinar series "Hawk Talks" was created in summer 2020, in which a featured office gave an overview of their campus role and answered questions from attendees. These practices have been adopted for the upcoming year as a way to allow all first-year families to receive information and participate in these important activities without barriers of travel or the associated costs.

Leadership at the College understood that even with positive outcomes of an online learning environment, many students relied on the College for food, shelter, therapy, and other services. To address those needs, the College utilized the hybrid learning model to allow students that choose or needed to be on campus the opportunity to be here. They would have to adhere to strict guidelines but they would be able to have the support they needed without disruption. Currently, student success data for the entire 2020-21 academic year is not yet available. However, based on multiple student surveys administered during the Fall 2020 semester, both BIPOC and White students were adjusting fairly well to the altered academic experience (Appendix 2). Also, students indicated that they were satisfied with the processes and procedures that the College had in place with online learning.

Many online programs were developed by Student Affairs to meet co-curricular needs of the campus. Additionally, many programs that have been or would have been in-person events became more impactful as online activities. Two examples of this were the dedication of the Commemorative to Enslaved Peoples of Southern Maryland and the Annual Martin Luther King Jr. Prayer Breakfast. Because both events live online, they can be used to celebrate diversity on campus beyond the day of the event. This allows for further discussion and reflection on the information presented during them. The pandemic has also led to the creation of new programming such as a film series celebrating diversity and a cross community speaker series to discuss and bring the community closer together in light of all of the social and political events of the past year. The Bridging our Gaps program is a partnership between St. Mary's College of Maryland's IDEAA unit, The Center for the Study of Democracy, and the College of Southern Maryland that provide an opportunity for the community at both institutions and the community at large to discuss several critical issues that affect our community. These topics ranged from election integrity to race.

Appendix 1

Cultural Diversity Plan

St. Mary's College of Maryland
Academic Year 2020-2021

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

The IDE-related objectives in the Strategic Plan serve as the foundation of College's Cultural Diversity Plan, which is as follows:

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

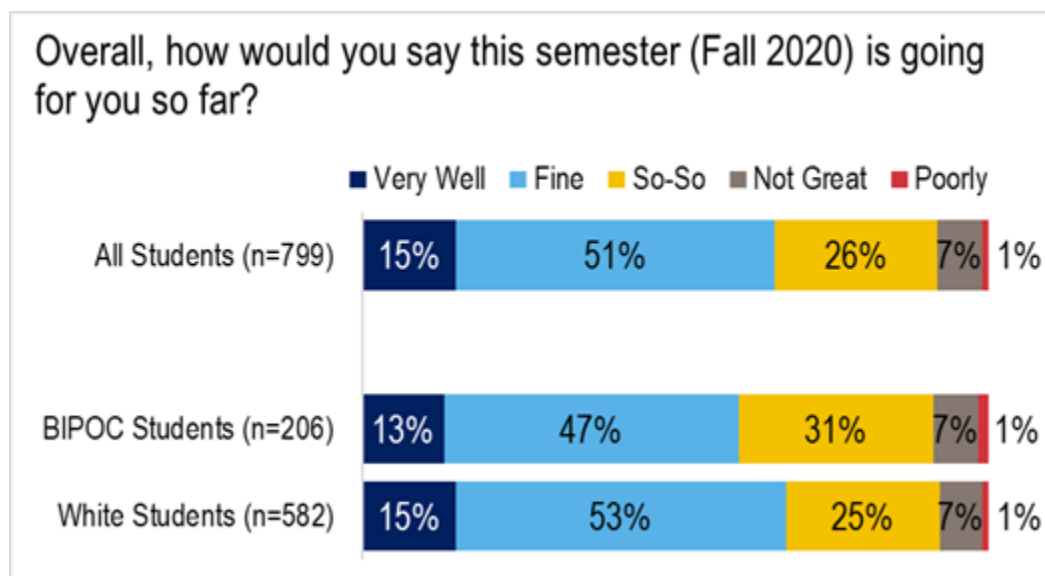
- **Goal 4:** *Graduate prepared, responsible, and thoughtful global citizens.* To accomplish this, SMCM will promote inclusion, diversity, and equity (via increased IDE initiatives and professional development opportunities) to engage students in (and assist employees in working with each other and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

Appendix 2

Selected Student Survey Results

Students were surveyed multiple times during Fall 2020 to check in on their experiences with remote or hybrid learning, and to assess their need for further support. Selected results are shown below.

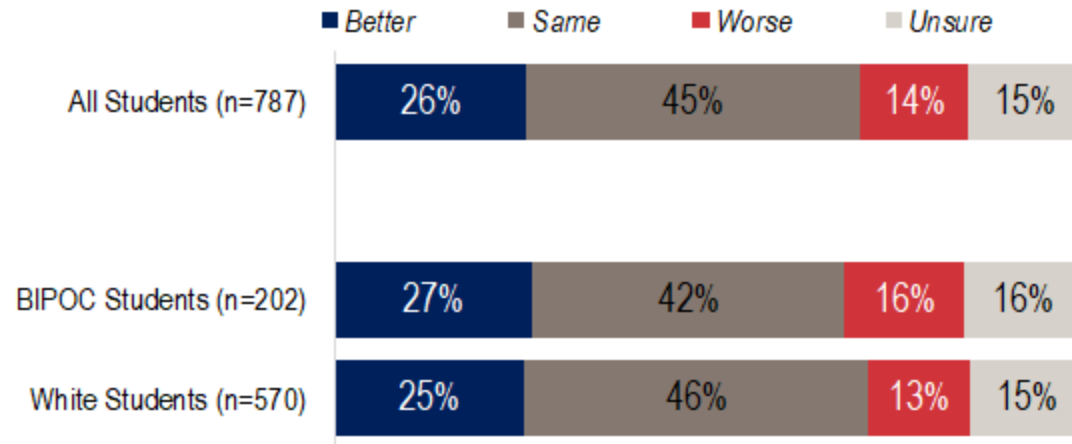
In an early survey (September), students were asked “Overall, how would you say this semester is going for you so far”? Of 1,498 undergraduate students surveyed, 799 answered this question. Results shown below indicate a very similar pattern of responses between white students and BIPOC students.



On a mid-semester (October) survey, students were asked to self-assess their academic performance in the Fall 2020 semester so far. Of 1,490 students surveyed, 787 answered this question. As seen below, again, BIPOC students showed a very similar pattern of responses to white students.

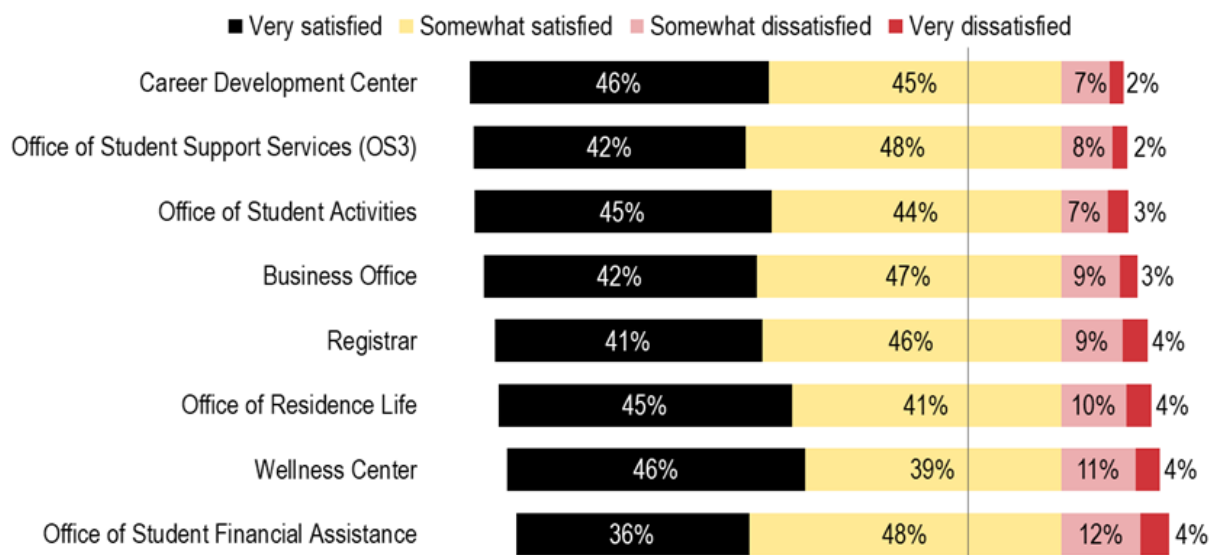
How do you feel about your academic performance in your Fall 2020 classes, compared to your expectations before classes began?

Percent of classes where students report doing ___ than expected:



On that mid-semester survey, students were also asked about their satisfaction with various campus offices and services. Satisfaction results did not appear to vary based on whether students were studying remotely, or were on campus, suggesting that campus offices were able to maintain their effectiveness while operating virtually.

Satisfaction with Campus Services - All Students (n=887)



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE
OPEN SESSION
MINUTES**

Date of Meeting: February 5, 2021

Status of Minutes: Approved

Campus Life Committee Members Present: Committee Chair Danielle Troyan '92, Nicholas Abrams '99, Carlos Alcazar, John Bell '95, Student Trustee Fatima Bouzid '22, Alice Bonner '03, Peg Duchesne '77, President Tuajuanda Jordan

Staff Members: Kelsey Bush '94, Shana Meyer, Derek Young '02

Others Present: Kristin Babendrier, Bhargavi Bandi, Betsy Barreto, Chair Lex Birney, Allison Boyle, Anne Marie Brady, Thomas Brewer, Peter Bruns, Donny Bryan '73, Jordan Cartwright, Paula Collins, Carolyn Curry, Michael Dougherty, Michael Dunn, Susan Dyer, Judith Fillius '79, Elizabeth Graves '95, Gail Harmon, Anne Harvey-Diggs, David Hautanen, Sven Holmes, Kristina Howansky, Glen Ives, Lindsay Jamieson, Helen Ann Lawless, Larry Leak '76, Doug Mayer '04, Rob Maddox, Scott Mirabile, Brad Newkirk, Kathy Pusecker, Paul Pusecker, Sara Ramirez, Beverly Read, Jenell Sargent, William Seale, Greg Shedd, Jenny Sivak, Janna Thompson, Harry Weitzel, Ray Wernecke, Michael Wick, Libby Williams, John Wobensmith, Tammi Wolfson, Anna Yates

Executive Summary

Committee Chair Danielle Troyan '92 called the virtual (via Zoom) meeting to order at 10:27 a.m. Ms. Troyan informed the committee that there are 3 applicants for the student trustee in training opening.

Student Trustee Report

Student Trustee Fatima Bouzid '22 mentioned two wellness bills that were passed by the Student Government Association (SGA) regarding menstrual equity and funding for a trial run of My Student Support Program (MYSSP), a 24/7 student counseling support program. Ms. Bouzid stated that the programs board continues to engage students with activities such as Pen Pals.

Bouzid stated some students are concerned and uncertain regarding upcoming changes. She intends to make sure through her role on the Board that all student voices are heard. The floor was opened and alumna Kristin Babendreieri shared her deep concerns about the potential upcoming cuts.

Student Affairs Introduction and Overview

Interim Vice President for Student Affairs Shana Meyer presented updates to include highlights from Student Affairs and IDE(A)2:

- A total of 42 COVID cases occurred at SMCM throughout the fall semester. At its height, in September of '20, the campus positivity rate was 1%.
- Testing is now occurring 4 days a week, and there have been over 1100 tests provided on campus.
- The Wellness Center offered three full “Mental Health First Aid” sessions over the winter break to provide faculty and staff with resource and response tools for mental crises.
- IDE(A)2 offered town halls in response to the events of January 6th.
- Over 280 participants watched the 17th annual Martin Luther King Day celebration live. It can now be viewed on [SMCM's YouTube channel](#).
- Students moved back into the residence halls for the Spring in a staggered process.

Ms. Meyer shared her thoughts that St. Mary's College of Maryland's COVID safety protocols and student compliance have been extraordinary. Many institutions throughout the nation are struggling to find the success found at St. Mary's College of Maryland—they are still online, have closed mid-semester, or have been overrun with COVID cases. The St. Mary's College of Maryland community has remained as safe as possible, and our students are not only coping, but they are succeeding.

Ms. Meyer offered her gratitude to all who have gone to extreme efforts to contribute to our ongoing success, particularly the Wellness Center staff, including Director Laurie Scherer.

The meeting adjourned at 10:40 a.m.



**BOARD OF TRUSTEES
CAMPUS LIFE COMMITTEE**

**CLOSED SESSION
MINUTES**

Date of Meeting: March 12, 2021

Status of Minutes: Approved March 31, 2021

Campus Life Committee Members Present: Committee Chair Danielle Troyan '92, Nick Abrams '99, Carlos Alcazar, John Bell '95, Board Chair Lex Birney, Alice Bonner '03, Student Trustee Fatima Bouzid '22, President Tuajuanda Jordan

Campus Life Committee Member Absent: Peg Duchesne '77

Staff Members Present: Shana Meyer, Derek Young '02

Others Present: Anne Harvey-Diggs, Jenny Sivak

Executive Summary

Committee Chair Danielle Troyan called the virtual (via Zoom) meeting to order at 1:04 p.m.

Action Items

III.A. Student Trustee-in-Training Selection

The Committee interviewed two candidates for the Student Trustee-in-Training 2021-2022 position. The candidates interviewed were Emily Shipley '23 and Brayan Ruiz Lopez '24. Student Trustee-in-Training Joshua Ajanaku '22 joined the meeting upon the conclusion of the interviews and provided the Committee with student feedback for each of the candidates. Committee members reviewed and discussed the qualifications and skills for each candidate. After a contemplative discussion, the Committee selected Brayan Ruiz Lopez '24 as the student trustee-in-training for the 2021-2022 academic year.

The meeting adjourned at 2:55 p.m.

**BOARD OF TRUSTEES
INSTITUTIONAL ADVANCEMENT COMMITTEE
REPORT SUMMARY**

Date of Meeting: May 7, 2021

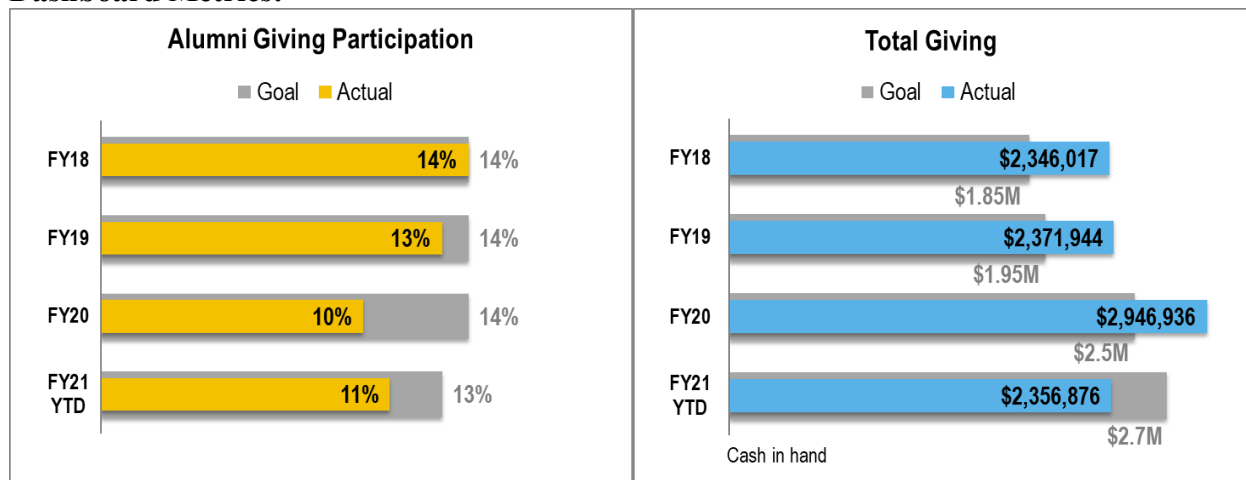
Date of Next Meeting: TBD

Committee Chair: Gail Harmon

Committee Members: Trustee Chair Lex Birney, Alice Bonner '03, Paula Collins, Peg Duchesne '77, Judy Fillius '79, Elizabeth Graves '95, Bonnie M. Green '74, Glen Ives, President Tuajuanda Jordan, Douglass Mayer '04

Staff Member: Vice President Carolyn Curry

Dashboard Metrics:



Executive Summary:

Institutional Advancement (IA) aligns with the Institutional Advancement Committee's (IAC) charge to strengthen the College's brand and reputation, increase philanthropy, and engage alumni and the community. The two graphs above are among the metrics tracking progress. Total giving since February 2021 is \$2.3M toward the FY21 goal of \$2.7M cash-in-hand. The alumni giving rate had a modest increase in the reporting period from 10% to 11%.

The IAC's meeting packet includes progress-to-date reports since the February 2021 meeting from Institutional Advancement, the SMCM Foundation and the SMCM Alumni Association.

The IAC meeting will focus on key progress reports related to its mission, including fundraising and alumni relations. Also, to remind the IAC of an important fundraising tool, is a review of the Board of Trustees naming policy for buildings and current naming opportunities.



**INSTITUTIONAL ADVANCEMENT COMMITTEE
MEETING OF MAY 7, 2021**

AGENDA

I. CALL TO ORDER

II. DISCUSSION ITEMS

- A.** Report from SMCM Foundation President Bonnie M. Green '74
- B.** Report from Alumni Association President Alice Bonner '03
- C.** Update on Fundraising To Date and Impact of Gifts
- D.** Informational Review of Board of Trustees Naming Opportunities Policy—Gifts or Honorarium
- E.** Informational Review of Naming Guidelines for Spaces Other Than Whole Buildings or Facilities
- F.** Review of Naming Opportunities – Buildings

III. ACTION ITEMS

There are no action items.

IV. INFORMATION ITEMS

- A.** Report from Institutional Advancement
- B.** Report from St. Mary's College of Maryland Foundation President
- C.** Report from St. Mary's College of Maryland Alumni Association President
- D.** Minutes of the February 5, 2021 Meeting



ST. MARY'S COLLEGE OF MARYLAND ALUMNI ASSOCIATION

Date of Meeting: May 7, 2021

Reporter: Alice Bonner '03, Alumni Association President

Executive Summary:

The Alumni Association met on February 27, 2021. Highlights from our meeting include updating bylaws to expand the Alumni Council from 22 to 26 members, adding a Vice President of Affinity Networks to the Executive Committee, and reviewing survey results from former Alumni Council members to identify ways to better engage them. President Jordan served as our guest speaker. Council members had a robust conversation with her, discussing how we can help the College explain new additions to curriculum and to correct false/misleading information.

The successful inaugural Valumtine's 5K in February raised nearly \$4,000 for the Alumni Legacy Scholarship from registrants who represented more than half the states across the US and many international countries. We believe that this was the most geographically diverse alumni event in the College's history.

Throughout the month of April, Bay-to-Bay Service Days was promoted, encouraging alumni and groups across the country to go out and do some good in their local communities. To date, 20 alumni and students have submitted a service project and will receive a logo T-shirt for their efforts.

Coming up, the Council is excited to launch our Affinity Network program designed to connect alumni and current students with similar interests. The Affinity Network Handbook was approved at the February meeting and we're now recruiting chairs for the Healthcare, Law, and Social Change/Advocacy Networks, and Government/Public Service Networks.



ST. MARY'S COLLEGE OF MARYLAND FOUNDATION, INC. REPORT

Date of Meeting: April 28, 2021

Reporter: Bonnie M. Green '74, president of St. Mary's College of Maryland Foundation Inc.

Executive Summary:

The Foundation Board held its meeting April 28 where a report from its Joint Investment and Advisory Committee (JIAC) was presented. JIAC Chair Mike O'Brien reported that the Foundation's overall portfolio market value was \$36.9M as of March 31, 2021 (as compared to \$36.8M as of December 31, 2020).

J.P. Morgan, the Foundation's investment manager, reviewed the performance of the asset allocations and noted the overall portfolio aligns with expectations of above-trend global growth. J.P Morgan also updated JIAC on the status of recent investments approved by the Foundation and provided trend data.

Treasurer Chris Holt '86 reported on the status of proposals currently being reviewed to obtain audit services. The Foundation periodically seeks RFPs for annual audit services as part of its best practices.

Executive Director Carolyn Curry reviewed progress-to-date in fundraising toward our \$2.7 million annual goal, as well as major gifts in support of the College's LEAD initiative.

Most Foundation Directors participated in a recent virtual fundraising workshop, along with Board of Trustee members, to identify and strengthen their fundraising efforts in support of the LEAD initiative. Several actions were outlined at the April meeting in which Foundation Directors could engage over the summer. Ms. Curry shared information on naming opportunities for current buildings and the buildings currently under construction, along with the Board of Trustees policy and College guidelines that are associated with naming.

The Foundation Board named Tom Daugherty '65 a Director Emeritus. Tom served on the Foundation Board from 1989-2006 and from 2014-2020. Tom was a Trustee from 2001-2013. Tom and his wife Helen are lifetime members of the Trustees Circle for donations of \$1,000,000 or more.



**BOARD OF TRUSTEES
INSTITUTIONAL ADVANCEMENT COMMITTEE**

OPEN SESSION MINUTES

Date of Meeting: February 5, 2021

Status of Minutes: Approved

Institutional Advancement Committee Members Present: Committee Chair Gail Harmon, Board Chair Lex Birney, Alice Bonner '03, Paula Collins, Peg Duchesne '77, Judy Fillius '79, Elizabeth Graves '95, Bonnie M. Green '74, Glen Ives, President Tuajuanda Jordan, Doug Mayer '04

Staff Member: Carolyn Curry

Others Present: Sandra Abell, Nick Abrams '99, Carlos Alcazar, Betsy Barreto, John Bell '95, Fatima Bouzid, Allison Boyle, Anne Marie Brady, Peter Bruns, Donald Bryan '73, Susan Dyer, David Hautanen, Sven Holmes, Larry Leak, Shana Meyer, Paul Pusecker, Jenny Sivak, Danielle Troyan '92, Harry Weitzel, Ray Wernecke, Michael Wick, Libby Williams, John Wobensmith, Anna Yates, Derek Young

Executive Summary

Institutional Advancement Committee (IAC) Chair Gail Harmon called the meeting to order at 11:24 a.m.

Chair Harmon opened the meeting by highlighting a few key Institutional Advancement (IA) success points. The November 21, 2021 production of the virtual dedication of the *Commemoration to the Enslaved Peoples of Southern Maryland* received favorable coverage from multiple regional, national and international media outlets, such as *PBS Newshour*, *The Guardian* and *The Washington Post*. The annual *Giving Tuesday* fundraising event held on December 1, 2020 was once again a record-breaking event. She also reported the unit has won a Council for the Advancement and Support of Education (CASE) award for St. Mary's College's COVID-19 website communications and strategy. Total FY21 giving (cash in hand) is \$2M toward a goal of \$2.7M.

Chair Harmon encouraged the Committee to review the full Institutional Advancement report and metrics in the Committee packet provided by Vice President Carolyn Curry.

Alumni Association President Alice Bonner gave an overview of Alumni Council activities and engagement efforts over the past several months, such as its role in the success of the *Giving Tuesday* fundraising event by providing \$20K toward influencer prizes. During the 32-hour campaign, 905 alumni made donations, surpassing last year's record of 660. The Alumni Council continues to collaborate with IA and its Alumni Relations unit through events and programs

designed to continually engage the College's alumni, as outlined in her full report in the Committee materials.

SMCM Foundation President Bonnie M. Green '74 noted her report is included with the Committee materials, and that the Foundation Board of Directors continue to partner with the College toward the goal of making St. Mary's College of Maryland the preferred public liberal arts honors institution. Chair Harmon acknowledged the extraordinary job President Green and the Foundation Board have done in their ongoing efforts to advance the College.

At 11:40 a.m., Chair Harmon called for a motion to close the meeting in compliance with Title 10, Subtitle 3 of the General Provisions Article (the Open Meetings Act) for the purposes set forth on the closing statement: To review and discuss items permitted to be discussed in closed session by Md. Gen. Prov. Code Ann. '3-305(b), as they require preserving the confidentiality of private citizens' finances as well the confidentiality of commercial information. Matters to be discussed: potential donors to the College and strategies for the LEAD comprehensive fundraising campaign. The motion was seconded.

Action Items

There were no action items.



**BOARD OF TRUSTEES
INSTITUTIONAL ADVANCEMENT COMMITTEE**

REPORT FROM INSTITUTIONAL ADVANCEMENT

Institutional Advancement Committee (IAC) Charge:

Ensure a strong future for St. Mary's College in an intensely competitive environment by promoting 21st century reputation and branding of the College, encouraging philanthropy and strengthening alumni and community relationships.

Institutional Advancement (IA) aligned with the IAC's charge throughout the reporting period February 2021 – May 2021. The following are selected progress points:

Philanthropy

For the FY21 giving cycle (July 1, 2020 – June 30, 2021) a total of \$2,356,878,25 has been raised cash-in-hand as of April 15, 2021 toward a goal of \$2.7M. Donations toward the endowment comprise 34% of the total.

Among the private support:

- \$1.1M has been awarded to 340 scholarship recipients.
- The Recovery Fund, with more than \$165,000 raised to date, has impacted 141 students.
- Among new major gifts in the reporting period: \$62,200 for an advanced microscope; \$580,000 for merit scholarships including \$50,000 for students with an interest in flight training and \$10,000 for students in the visual arts; \$19,000 for oyster-related research; \$20,162 for biology safety cabinets; \$30,000 toward LEAD initiatives; and \$20,000 toward museum studies colonial work. The Patuxent Partnership announced a \$10,000 scholarship donation to be awarded to an incoming freshman majoring in Physics, continuing TTP's long-term collaboration with the College.
- An enhanced corporate matching gift program resulted in a 250% increase in the number of donations (16 to 40) in this giving cycle.

Branding and Reputation Building

Enrollment Marketing. To assist Admission in achieving its enrollment goals, the integrated marketing staff placed a :30 commercial in key recruitment zones through April to encourage campus visits (see metric below on web traffic uptick). A special Future Seahawk Series ran in the reporting period featuring postcards and digital ads, with the latter creative sets yielding click through rates higher than industry benchmarks. Among other initiatives, the team created five videos touring residence halls, and eight testimonials to enhance messaging on LEAD and Career Development Center outcomes. The unit's in-house brand design will now wrap five new vehicles.

Traffic to key Admission sites are up from pushes since the last reporting period, including Visit Campus (+128%) and I'm In What's Next (+130%). Looking ahead, the unit is currently shooting two new :30 commercials for fall and revamping key recruiting pieces to target new majors, track and field, the new auditorium and academic building, and LEAD.

Reputation Building. To add to the regional and prominent national media earned from the Commemorative to Enslaved Peoples of Southern Maryland dedication, stories focusing on Dr. Jordan and her leadership ran in the online publications of Authority, Thrive Global and Entrepreneur. A story on the LEAD initiative, with commentary by Dr. Jordan and Provost Wick, was featured in Diverse: Issues in Higher Education. The unit also worked closely with local and regional reporters on news stories about the College's program prioritization efforts and new majors.

Special Communication Efforts. Multi-media communiques, including web pages, e-letters, Town Halls and social media, were created to inform internal and external audiences about the program prioritization efforts and new majors. A virtual Awards Convocation produced by IA highlighted the new Junior Faculty Professorships, and has had more than 5,000-page views to date. IA is currently overseeing the production of the virtual 2021 Commencement ceremony going live on the College website May 8, accompanied by live Grad Walks on the same date.

National Validation. Continuing its gold and silver national marketing award streak, IA won two Gold Awards in the national Educational Advertising Awards competition: one for the Dedication of the Commemorative to Enslaved Peoples of Southern Maryland and one for the Giving Tuesday 2020 fundraising campaign. Adding to The Mulberry Tree's 2020 national awards, the integrated marketing team's student intern recently snagged an ADDY award in 2021 for illustrations in the fall magazine.

Alumni and Community Engagement

Outreach. Because of the pandemic, IA continued to produce and assist colleagues with virtual events (51 in the reporting period) to engage the campus community, prospective parents and students, current parents, donors, alumni, community members and others. Of the more than 8,000 constituents who have participated in such events, a marked spike in international viewers has been noticed, including Canada (2,900+), Germany (1,458), the Czech Republic (178), Bangladesh (51), and South Africa, (8) among others. Increased viewership, an IA goal, was achieved in virtual major events such as the annual Night to Remember Honoring Lucille Clifton (250% increase in attendees over last year with 10 different countries represented).

Engagement. Alumni Relations continued to strengthen its Launch-a-Leader program whereby alumni refer students to apply to SMCM. To date, 46 students have been referred (100% over last year) with 36 applying and 11 paying deposits. The unit's inaugural 5K event in February saw participants from Canada, the UK, Argentina, Romania, Switzerland, Sweden and Zambia, in line with a strategic push this year by IA to engage our international alumni and friends. The annual



Bay to Bay Service Days, overseen by the unit, has been transformed from one day to “days” throughout April to encourage more flexible chapter participation.

To welcome the almost 2021 graduates to alumni status, a senior class outdoor gathering is being held May 7 at the Alumni Center at Cobb House to provide information on alumni support, chapters, engagement activities throughout the year such as the popular career webinars and “tips” talks, and to give students official alumni swag (including the popular branded inner tubes).

Alumni Relations cancelled the annual Alumni Weekend in June due to COVID-19, but is instead planning the College’s in-person Hawktoberfest (September 24-25) whereby alumni and parents are invited to campus for a series of interactive campus events with the campus community.

**BOARD OF TRUSTEES
TECHNOLOGY, BUILDINGS, AND GROUNDS COMMITTEE**

REPORT SUMMARY

Date of Meeting: May 7, 2021

Date of Next Meeting: TBD

Committee Chair: Donny Bryan '73

Committee Members: Nicolas Abrams '99, Carlos Alcazar, Board Chair Lex Birney, Alice Bonner '03, Michael Dougherty, Faculty Delegate Scott Mirabile, Elizabeth Graves '95, President Tuajuanda Jordan, Danielle Troyan '92

Staff Member: Paul Pusecker

Dashboard Metrics

N/A

Executive Summary

Technology Overview

Enterprise Resource Planning/CampusNexus Student (CNS = Student Module) - Extraction of data and pre-validation is progressing. The Anthology team has completed verification that the extraction data is in good condition. System reconfiguration with updated data is underway. Anthology will conduct the next phase upon completion of this process, which is anticipated to last between four and five weeks.

There are 761 hours remaining from the 1,800 total project hours per the Statement of Work contract with Anthology. The OIT team believes these available hours are sufficient for the work throughout the final project phases. We still anticipate a go-live date for the CNS system in September/October 2021.

Enterprise Resource Planning/CampusNexus Finance (CNF = Finance/HR/Payroll) - The finance, human resources, and payroll integration of the Anthology product is underway. Both the finance and human resources teams are in the process of validating their data. We have engaged with consulting firm Peak Performance, LLC to assist our finance and human resources teams with developing effective business processes for incorporation with the Anthology product.

We are initiating the process to assimilate the R*STARS (Maryland's Relational Statewide Accounting & Reporting System) financial reporting process into the Anthology integration software to allow tracking and managing all the account codes and budgets. It is anticipated that the CNF modules will be ready for go-live in early 2022.

Anne Arundel Hall Classroom Technology Upgrades - To allow remote access and control of the classroom technology, all 11 classrooms have been connected to the Creston system and are fully functional. The OIT instructional technologist will provide training on the system in late April/early May.

Bon Appetit Food Ordering App - This app allows students to place food orders at Solomon's Kitchen (the pub) for specific pick-up times, especially for late night pick up. We expect that this option will be tremendously popular and will reduce wait times.

Legacy Phone System Replacement - We are planning to replace the antiquated and unreliable campus phone system, for which replacement parts are almost non-existent, with state-of-the-art NEC Corporation multifunctional phone instruments. The NEC system includes Voice Over Internet Protocol (VOIP). New switches that have POE (power over Ethernet) capability included within the devices will also be added.

Campus-Wide Outdoor Wi-Fi Capabilities - The pandemic caused OIT to examine and identify critical outdoor Wi-Fi needs across campus. In mid-2020 critical locations were identified. We are now revisiting/updating outdoor Wi-Fi coverage needs and will identify costs to extend coverage. Currently, Wi-Fi capabilities in dorm, academic, and administrative buildings were expanded and are sufficient.

Cyber Security - An Information Security Program should be implemented by October 2021. There are two parts to the success of this implementation: Foundational Security and SANS Security Awareness End-User Training Program. The SANS security awareness team will provide a program officer by October 2021 to assist with the timely implementation of the security awareness plan.

New Academic Building and Auditorium

As of April 2021, both the auditorium building and the annex are enclosed and under roof. All interior partitions are framed and electrical conduit is being installed. Plumbing has been roughed-in and all primary ductwork is in place. Electrical switchgear and major HVAC equipment has been delivered and is being installed. The auditorium building has nearly 95% of the exterior brick laid, the curved lobby curtain wall is in place, and work proceeds on glazing other window openings. In the annex building, exterior brick is in progress and interior framing is completed.

The project's completion date was delayed due to a structural design deficiency on the part of the architect (GWWO) and their structural engineer (Hope Furrer Associates, Inc). The issue was relatively simple to fix, but required work taking place inside the auditorium be placed on hold while the corrective construction was fully engineered and the necessary materials were acquired and installed. This does not impact the College's planned occupancy for fall 2022.

Mattapany Road Improvements/Howard Property Right of Way Action

The College continues to seek improvements in the travel path from the entrances to campus on Mattapany Road to the intersection with Point Lookout Road (Maryland Route 5). This includes efforts to improve the condition of the eastern portion of Mattapany Road (a county-maintained

road), as well as investigation of an alternative path for bicyclists and pedestrians though the Howard property just south of Mattapan Road.

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

II.A. Approval of the FY22 Plant Fund (Capital) Budget

The Committee will consider the proposed Priority A FY22 Plant Projects. Background information, including a cost breakdown by priority categories and a listing of FY22 plant budget projects, is provided. The proposed FY22 Plant Budget amounts to \$1.365M. The sole source of funding comes from the student facility fee.

II.B. Approval of the FY23-FY27 State Capital Budget Proposal

The proposed FY23-FY27 State-funded capital budget request includes funding of various Campus Infrastructure Improvements, funding for the design and initial renovation of the Montgomery Hall project, and construction funds for a limited renovation of Goodpaster Hall. A summary the College's FY23-FY27 State Capital Budget request and a comparison to the Governor's Five-Year Capital Improvement Plan is provided.

II.C. Approval of the Annual Facilities Condition Report

The Committee will conduct its annual evaluation of the campus facilities and report its findings to the Board of Trustees for approval.



**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
TECHNOLOGY, BUILDINGS, AND GROUNDS COMMITTEE
MEETING OF MAY 7, 2021**

AGENDA

- I. DISCUSSION ITEMS (None)**
- II. ACTION ITEMS**
 - A.** Approval of the FY22 Plant Fund (Capital) Budget
 - B.** Approval of the FY23-FY27 State Capital Budget Proposal
 - C.** Approval of the Annual Facilities Condition Report
- III. INFORMATION ITEMS**
 - A.** Technology Overview
 - B.** New Academic Building and Auditorium
 - C.** Mattapany Road Improvements/Howard Property Right of Way Action
 - D.** Historic St. Mary's City Commission Report
 - E.** Minutes (Meeting of February 5, 2021)

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

ACTION ITEM 2021-39

ANNUAL FACILITIES CONDITION REPORT APPROVAL

RECOMMENDED ACTION

The Technology, Buildings, and Grounds Committee recommends approval by the Board of Trustees of the Annual Facilities Condition Report (attached).

RATIONALE

The Technology, Buildings, and Grounds Committee is charged with conducting an annual evaluation of the campus facilities and reporting its findings to the Board of Trustees. The Committee presents the attached annual report to the Board for approval.

**BOARD OF TRUSTEES
TECHNOLOGY, BUILDINGS, AND GROUNDS COMMITTEE
OPEN SESSION MINUTES**

Date of Meeting: February 5, 2021

Status of Minutes: Approved February 24, 2021

Campus Life and Facilities Committee Members Present: Committee Chair Donny Bryan '73, Nicholas Abrams '99, Carlos Alcazar, Board Chair Lex Birney, Alice Bonner '03, Michael Dougherty, Elizabeth Graves '95, President Tuajuanda Jordan, Faculty Representative Scott Mirabile, Danielle Troyan '92

Staff Members: Paul Pusecker

Others Present: Betsy Barreto, John Bell '95, Fatima Bouzid '22, Allison Boyle, Anne Marie Brady, Thomas Brewer, Peter Bruns, Kelsey Bush, Michael Dunn, Susan Dyer, Paula Collins, Carolyn Curry, Peg Duchesne '77, Judy Fillius '79, Gail Harmon, David Hautanen, Sven Holmes, Kristina Howansky, Glen Ives, Lindsay Jamieson, Larry Leak '76, Doug Mayer '04, Shana Meyer, Brad Newkirk, Jenell Sargent, Maury Schlesinger, Bill Seale, Jenny Sivak, Janna Thompson, Ray Wernecke, Harry Weitzel, Michael Wick, Libby Williams, John Wobensmith '93, Anna Yates, Derek Young

Executive Summary

Technology, Buildings, and Grounds Committee Chair Donny Bryan '73 called the meeting to order at 10:42 a.m. The meeting took place via videoconference.

Implementation of the ERP System is approximately 75% completed and is scheduled to go live in late Spring 2021. The Wi-Fi installations in academic buildings and residence halls were completed during the winter break. The Office of Information Technology continues to work with internal and external entities to address the issue of effective cyber security.

The State awarded the College \$4.4M in FY21 for road infrastructure repairs and replacement of the HVAC and electrical systems in Calvert Hall. For FY22, the College requested \$3M for the Schaefer Hall central plant replacement, Calvert Hall window replacement, and the campus roadways repair third phase. Due to State budget constraints, the Governor recommended \$1.5M in FY22 for these projects and included a special fund deficiency appropriation of \$1M in FY21 for projects to improve the campus infrastructure. The College requested \$20.933M as the final funding request for the New Academic Building and Auditorium.

The Commemorative to Enslaved Peoples of Southern Maryland is complete. The virtual community dedication took place on November 21, 2020 and may be accessed through the College website.

The College continues to explore the possibility of building a pedestrian and bicycle path from the southeast portion of campus. A feasibility study is in progress.

The dilapidated structure that was located on the Cawood property was removed on December 6, 2020 via a controlled burn managed by the Ridge Volunteer Fire Department. The College's physical plant has since worked with a contractor to clean up the site.

A new floor was installed throughout the kitchen in the Campus Center during the 2020 winter break. The 4,000 square foot floor will permit improved cleaning and disinfection and will prevent any leakage onto the first floor of the Campus Center.

Trustee Michael Dougherty reported that Historic St. Mary's City (HSMC) received funds from the State to finish the design and begin the construction of the Maryland Heritage Interpretive Center. The HSMC Commission is close to completing its new Master Plan, which will address site improvement, programs, and branding. This multi-phase plan is the roadmap to prepare for the 400th anniversary of Maryland in 2034.

Action Items

None

The meeting adjourned at 10:51 a.m.



**BOARD OF TRUSTEES
GOVERNANCE COMMITTEE
OPEN SESSION
REPORT SUMMARY**

Date of Meeting: May 7, 2021

Date of Next Meeting: October 16, 2020

Committee Chair: Susan Dyer

Committee Members: Board Chair Lex Birney, Donny Bryan '73, Paula Collins, Glen Ives, President Tuajuanda Jordan, Larry Leak '76, John Wobensmith '93

Staff Member: Jennifer Sivak

Dashboard Metrics

None

Executive Summary

Discussion Items

Discussion on proposed Board retreat dates for 2022.

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

III.A. Approval of Board of Meeting Schedule for 2021-2024



**GOVERNANCE COMMITTEE
MEETING OF MAY 7, 2021**

**OPEN SESSION
AGENDA**

- I. CALL TO ORDER**
- II. DISCUSSION ITEMS**
 - A.** Proposed retreat dates for 2022
- III. ACTION ITEMS**
 - A.** Approval of the Proposed 2021-2024 Meeting Schedule
- IV. INFORMATION ITEMS**
 - A.** Minutes (Meeting of February 6, 2021)

The committee expects to close a portion of this meeting.

**BOARD OF TRUSTEES
ST. MARY'S COLLEGE OF MARYLAND
TRUSTEE GOVERNANCE COMMITTEE
MEETING OF MAY 7, 2021
ACTION ITEM 2021-40
APPROVAL OF BOARD OF TRUSTEES MEETING SCHEDULE FOR 2021-2024**

RECOMMENDED ACTION

The Trustee Governance Committee recommends approval of the following dates for the 2021-2024 meeting schedule:

		2021 - 22	2022 - 23	2023 - 24
Retreat				
		10/14/21		
October mtg.	Committees	10/15/21	10/14/22	10/13/23
	Board	10/16/21	10/15/22	10/14/23
January/February mtg.	Committees	02/04/22	02/03/23	02/02/24
	Board	02/05/22	02/04/23	02/03/24
May mtg.	Committees	05/12/22	05/11/23	05/9/24
	Committees + Board	05/13/22	05/12/23	05/10/24
	Commencement	05/14/22	05/13/23	05/11/24

BOARD OF TRUSTEES

**TRUSTEE GOVERNANCE COMMITTEE
OPEN SESSION**

MINUTES

Date of Meeting: February 5, 2021

Status of Minutes: Approved

Committee Members Present: Committee Chair Susan Dyer, Board Chair Lex Birney, Paula Collins, President Tuajuanda Jordan, Donny Bryan '73, John Wobensmith '93, Gail Harmon, Larry Leak '76

Committee Members Absent: Glen Ives

Staff Member: Jennifer Sivak

Others Present: Nicolas Abrams '99, John Bell '95, Alice Bonner '03, Peter Bruns, Peg Duchesne '77, Judy Fillius '79, Elizabeth Graves '95, Sven Holmes, Doug Mayer '04, Danielle Troyan '92, Ray Wernecke, Betsy Barreto, Kelsey Bush '94, Anna Yates, Donny Bryan '73

Executive Summary

Committee Chair Susan Dyer called the meeting to order at 9:00 a.m.

Today's meeting is an update on the general tasks of the Governance committee. This year there will be no Honorary Degrees awarded. We will look for another time to celebrate Brandon Scott and Mervin Savoy, who were to be awarded honorary degrees at last year's commencement. Chair Birney is working on the new slate of officers that will be voted on at the May meeting. There have been a few nominees sent forward to Trustee Bryan for the Arc and Dove Award. Information on the nominees will be shared with the Board prior to the May meeting where a recipient will be voted on. The recipient will receive the award at the October meeting. With two of our board members stepping down at the end of June we will be welcoming Melanie Hilley '92 and Jesse Price '92 to the board. Trustee Dyer noted that we are always looking for prospects for the board and there is never a wrong time to send forward candidate information. The next time there will be seats empty on the board will be in 2023.

Trustee Dyer asked for a motion to accept the minutes from the October 16th meeting. Motion was made, seconded and passed unanimously.

The meeting adjourned at 9:10 a.m.



BOARD OF TRUSTEES OPEN SESSION

*Video Conference
St. Mary's College of Maryland*

Date of Meeting: February 6, 2021

Status of Minutes: Approved

Members Present: Board Chair Lex Birney, Sven Holmes, John Bell '95, Peter Bruns, Donny Bryan '73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Carlos Alcazar, Larry Leak '76, Anirban Basu, Fatima Bouzid '22

Board Members Absent: Steny Hoyer

Others Present: Jenny Sivak, Anna Yates, Betsy Barreto, David Hautanen, Allison Boyle, Carolyn Curry, Derek Young, Kelsey Bush, Libby Williams, Mike Bruckler, Michael Dunn, Mike Wick, Paul Pusecker, Shana Meyer, Louis Hicks,

Executive Summary: The St. Mary's College Board of Trustees held an open session meeting February 6, 2021. Board Chair Lex Birney called the open session to order at 9:02 a.m.

Chair Birney asked for a motion to approve the agenda as written. Motion was made and approved unanimously. Chair Birney thanked everyone for attending and made brief comments on what the board would be voting on later that same day with concern to the new academic program array. Chair Birney commented that this has been a two-year, exhaustive undertaking which included students, faculty and staff, numerous meetings and the development of three taskforces.

President Jordan stated that in 2016 the college embarked on a journey to become the college of choice bar none. We have been working toward the goals of the strategic plan "A Time for Rebirth" a plan that would help us get our house in order. The leadership team realized the progress we were making, though steady and important, was not sufficient enough to secure the long-term viability to sustain the institution. The institution is being transformed into something we have not seen before and the entire campus has been involved. President Jordan expressed her gratitude for all who have been involved in this process.

Admissions and Financial Aid Committee Chair Ray Wernecke reported that recruitment efforts would continue both digitally and in person. Enrollment was up as of February 1st with first year students at 2,627 with 22 transfer students for fall 2021. That is up from last year's record of

2,420. Trustee Wenecke reported that 114 Covid 19 Emergency Grants have been awarded for a total of \$96,000 and 46 Maryland Hardship Grants have been awarded for a total of \$113,000.

Campus Life Committee Chair Danielle Troyan reported that they have three solid candidates for the position of Trustee-in-Training. We will be hosting an open panel on February 18th and the interviews will take place on April 2nd. Student affairs staff are working to strengthen the roll which would include a dedicated Trustee mentor and micro internship. Trustee Alcazar offered up a micro internship at Culture One World. Interim VPSA Shana Meyer and her team have been working to keep the students engaged and doing a remarkably good job. Student Trustee Fatima Bouzid reported that the students have been engaged in circulating a petition to retain the programming here at St. Mary's that would be given to the board. As student trustee she wants to have both the student's best interest and the board's best interest at heart. She said there will be push back as change is difficult but in the end the board has the student's best interest at heart.

Institutional Advancement Chair Gail Harmon began her remarks with a reminder of the charge to the committee: promoting the reputation and branding of the College, encouraging philanthropy, and strengthening alumni and community relationships. She reported on several awards recently won by the staff. The committee reviewed reports on progress, Foundation President Bonnie Green reported that a little over \$2M has been raised to date towards a goal of \$2.7M by June. Several of our Trustees have made major gifts towards our LEAD initiatives, including a significant one by Trustee Collins. Trustee Bell will be setting up an internship opportunity that is in line with the Honors College Promise. Trustee Wernecke has also brokered an internship with a possible future employment opportunity. Giving Tuesday broke our record raising \$288K from 2,066 donors.

Technology, Buildings and Grounds Chair Donny Bryan reported that the committee met yesterday and received updates on many of the projects on the campus. The Office of Information and Technology continues work on the ERP focusing on the student nexus module. They are also working on an effective cyber security program and are coordinating with multiple internal and external entities to develop and provide support for this initiative. Governors FY22 Capital Improvement Budget included significant funding to complete and outfit the New Academic Building and Auditorium. Gov. Hogan has included in his budget the recommendation to provide St. Mary's College with \$1.5M for infrastructure projects for next year, 50% of what the College requested. Trustee Bryan gave an update on the progress of the NABA building: it is running on time and on budget. The Commemorative for Enslaved People is complete, and very impressive. Cawood House has been removed and the property cleaned up; the Campus Center kitchen and loading dock area have had a new floor installed.

Chair Birney read a resolution to the Board for their consideration. "Whereas in recent years institutions of higher learning have been challenged to provide students an education responsive to societies rapidly evolving needs and demands. Whereas the Leadership of St. Mary's College accepted this challenge and determined to take action to meet it. Whereas under the direction of the Board of Trustees and the President the college through its faculty, staff and Board engaged in an exhaustive process to assess the academic offerings of the college and to determine what

changes in the curriculum were necessary to ensure its sustainability and that St. Mary's College will be tomorrow's college of choice. Whereas for nearly two years under the direction of the Board of Trustees and the President the college through its faculty, staff, Board, students and alumni feedback, studied and recommended what new offerings would appeal to the 21st Century student. Whereas that process involved two distinct task forces, each who had extensive participation from across the college community, including faculty, staff, board members and alumni. Whereas today the full board will consider for the first time the final recommendations of that collaborative process and Whereas it is only appropriate as we embark on our work that we officially recognize those who gave so much to make this project a success. Therefore be it resolved that the Board expresses its deep appreciation to the many members of the St. Mary's College community who have contributed the time, energy and effort to this undertaking. To the many members of faculty and board who worked tirelessly and with shared purpose as full participants on both Task Force 2 and Task Force 3 to get the best possible outcome for the College. The St. Mary's College community of tomorrow owes you all a great debt of gratitude." Motion was made to adopt the resolution as read, seconded and passed unanimously

Action Items

Action Item 2021-19: Approval of 2021-22 Tuition and Fees

Finance. Investment and Audit Chair John Wobensmith requested approval of the tuition and fees for FY22 which will remain equal to FY21. There will be a 2% increase in room and board rates which is in keeping with other institutions. Motion was made, seconded and passed unanimously.

Action Item 2021-20: Recommendation to Approve a Major in Marine Science

Academic Affairs Chair Peter Bruns made a recommendation that the board approve a Major in Marine Science. Trustee Bruns noted that currently there are no in-state Marine Science programs at the undergraduate level. This major will raise the profile of the College and will better serve students in the state who wish to major in Marine Science who currently must go out of state to do so. The College being situated on the water give us the unique opportunity to offer this major. A motion was made, seconded and passed unanimously.

The Meeting adjourned at 9:30 a.m.



**BOARD OF TRUSTEES
SUMMARY OF CLOSED SESSION
February 6, 2021**

*Video Conference
St. Mary's College of Maryland*

Time of Meeting: 9:38 a.m.

Place: Video Conference, Calvert Hall

Motion was made to vote to move to a closed session.

Members Voting Aye: Board Chair Lex Birney, Sven Holmes, John Bell '95, Peter Bruns, Donny Bryan '73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76

Members Opposed:

N/A

Members Abstaining:

N/A

Members Absent:

Steny Hoyer

This meeting was closed under the following provisions; to review and discuss items permitted to be discussed in closed session by Md. Gen. Prov. Code Ann. '3-305(b), including matters that relate to: specific College personnel and affiliated organization's personnel; legal guidance from counsel; and confidential information exempt from disclosure under the section 4-335 of the Maryland Public Information Act.

Faculty Senate President Libby Williams presented a statement from the faculty to the Board of Trustees.

Topic #1: Approval of Faculty Personnel Items

Persons Present: Board Chair Lex Birney, Sven Holmes, John Bell '95, Peter Bruns, Donny Bryan '73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76, Allison Boyle, Jennifer Sivak, Anna Yates

Members Voting Aye: Board Chair Lex Birney, Sven Holmes, John Bell '95, Peter Bruns, Donny Bryan '73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula

Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76

Members Opposed:

N/A

Members Abstaining:

N/A

Action Taken: Motion passes unanimously.

Topic #2: Approval of Junior Faculty Professorship

Persons Present: Board Chair Lex Birney, Sven Holmes, John Bell '95, Peter Bruns, Donny Bryan' 73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76, Allison Boyle, Jennifer Sivak, Anna Yates

Members Voting Aye: Board Chair Lex Birney, Sven Holmes, John Bell '95, Peter Bruns, Donny Bryan' 73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76

Members Opposed:

N/A

Members Abstaining:

N/A

Action Taken: Motion passes unanimously.

Topic #3: Approval of Faculty Line Reductions

Persons Present: Board Chair Lex Birney, Sven Holmes, Peter Bruns, Donny Bryan' 73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76, Allison Boyle, Jennifer Sivak, Anna Yates

Members Voting Aye: Board Chair Lex Birney, Sven Holmes, John Bell '95, Peter Bruns, Donny Bryan' 73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76, John Bell '95

Members Opposed:

N/A

Members Abstaining:

N/A

Action Taken: Motion passes unanimously with a correction to the number line reductions

Topic #4: Approval of Faculty Severance Packages

Persons Present: Board Chair Lex Birney, Sven Holmes, Peter Bruns, Donny Bryan' 73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76, Allison Boyle, Jennifer Sivak, Anna Yates

Members Voting Aye: Board Chair Lex Birney, Sven Holmes, John Bell '95, Peter Bruns, Donny Bryan' 73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76, John Bell '95

Members Opposed:

N/A

Members Abstaining:

N/A

Action Taken: Motion passes unanimously

Topic #5: Approval of New Academic Program Array

Persons Present: Board Chair Lex Birney, Sven Holmes, Peter Bruns, Donny Bryan' 73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76, Allison Boyle, Jennifer Sivak, Anna Yates

Members Voting Aye: Board Chair Lex Birney, Sven Holmes, John Bell '95, Peter Bruns, Donny Bryan' 73, Peg Duchesne '77, Susan Dyer, Elizabeth Graves '95, Gail Harmon, Glen Ives, President Tuajuanda Jordan, Anirban Basu, Danielle Troyan '92, John Wobensmith '93, Paula Collins, Harry Weitzel, Alice Bonner '03, Judy Fillius '79, Nicolas Abrams '99, Mike Dougherty, Bill Seale, Doug Mayer '04, Ray Wernecke, Larry Leak '76, John Bell '95

Members Opposed:

N/A

Members Abstaining:

N/A

Action Taken: Motion passes unanimously