

An aerial photograph of St. Mary's College of Maryland. The campus is situated on a peninsula with a large body of water to the left. A marina with several sailboats is visible. The campus features numerous brick buildings, a large green lawn, and a cemetery. The background is a dense forest.

ST MARY'S

COLLEGE of MARYLAND
The Public Honors College

A Time for Rebirth
The Strategic Plan
2016-2019

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A Time for Rebirth

St. Mary's College of Maryland (SMCM) has seen remarkable times in our 175 years, but none as wondrous as those that lie before us. This year will mark the beginning of a new era for the College—an era of rebirth, a time to reaffirm and build upon our charter as the state's only public honors college and the first of our kind in the nation.

SMCM has been widely recognized for its accomplishments. Ranked among the top 100 on Kiplinger's list of best values in public colleges for both in-state and out-of-state value (2016), and among the top 10 best public liberal arts colleges in the nation by U.S. News & World Report (2016), SMCM has built a solid reputation for academic excellence.



Tuajuanda C. Jordan
President
St. Mary's College of Maryland

We mark this period with a new strategic plan, born from the good work of our excellent faculty, staff, and students. Shepherded by a steering committee, which took great pains to engage members of the campus community through group meetings and electronic discussions, this three-year plan comprises an updated mission, vision, and core values as well as goals, objectives, and metrics that are aspirational, attainable, and observable.

Like many liberal arts institutions, SMCM cares deeply about issues of social justice, and for us that includes environmental justice. The Princeton Review has called us one of the most environmentally responsible colleges in the U.S. and Canada (2015). The U.S. Environmental Protection Agency recognized SMCM as one of the nation's leading green power users among higher education institutions (2015). We were the first college campus in Maryland to achieve a LEED certified building. And the volunteer and community service work done by our students has earned us a place on the President's Higher Education Community Service Honor Roll (2014), the highest federal recognition an institution can receive for its commitment to community, service learning, and civic engagement.

But our vision for the College is much greater than our past. SMCM is positioning itself to become a national leader in liberal education, with an increased focus on issues such as inclusion, cross disciplinary, and better integration between theory and practice.

Our institution will continue to aim toward greater diversity—geographic, socioeconomic, racial, ethnic, religious, and neurodiversity—among students, faculty, and staff, and work toward equity in all its forms. Increasing our diversity will serve to enhance the intellectual capacity of the institution, as intellectually curious members of the community challenge one another to learn from varied perspectives.

We will improve our physical plant, learning environments, and IT infrastructure, leveraging best practices in technology and pedagogy to improve our students' learning experiences and outcomes.

We will further develop our capacity for effective advising, with improved enterprise resource planning (ERP) systems that support our ability to keep meaningful interactions among students, faculty, and staff at the heart of the St. Mary's experience.

We will reach out to corporations, institutes, philanthropists, alumni, friends, and public trusts to seek new channels of financial support that will complement our existing revenue sources of tuition and fees, state funding, and the College's endowment.

We will engage students in more high-impact practices, including first-year seminars, learning communities, collaborative projects, undergraduate research, service learning, internships, and capstone courses, shown to improve the success and fulfillment of our students during their years in and beyond college.

We will reexamine the career development process, focusing on programs that begin in the first year of college, to prepare students early on for employment and postgraduate study.

We will break down the walls that separate faculty, staff, and students, recognizing that each of us has a responsibility to educate our communities, just as each of us must learn from them.

We will work more closely with the broader community, connecting our expertise and resources to help find solutions to the challenges facing our region, our state, and our world.

And we will do all of this as one community, where everyone is respected, and everyone has a voice.

I hope that you will join us as we begin, anew. The promise and hope of a greater future awaits.

Tuajuanda C. Jordan

President

St. Mary's College of Maryland



A Unique Calling

SMCM is a public honors college, steeped in the traditions of the liberal arts, where approximately 1,700 students, hailing from 15 states, explore 31 academic programs—majors, minors, and concentrations—and over 300 student-athletes participate in a total of 19 varsity sports. SMCM carries the unique mantle of “public, liberal arts, honors college,” one of only two in the country. But what does it mean to be a public, liberal arts, honors college? It means more than you may know...

The Value of a Liberal Arts Education

Simply put, a liberal arts education is intended to provide a broad understanding of life. By exposing all students to studies in humanities (philosophy, ethics, literature, language, music and arts, etc.), social sciences (history, sociology, psychology, anthropology, geography, economics, etc.), mathematics (including logic and statistics), and the natural sciences (chemistry, biology, physics, neuroscience, etc.), a liberal arts education teaches students how to think critically, communicate effectively, solve problems independently, and to adapt—as opposed to learning only one discipline or vocation.

It's the type of education that requires broad thinking, encouraging questions with no assumptions limited to a single way to find a clear and correct answer—or even that such an answer exists. It aims at an understanding of the human condition and the manner in which human beings interact, making learners more effective at their disciplines no matter their fields.

Though only three percent of all college graduates were educated at a liberal arts school (Christ), such schools have produced an inordinate number of CEOs, politicians, entrepreneurs, judges, and even Nobel Laureates. Undergraduate majors of the current U.S. Supreme Court justices include history, political science, English literature, and philosophy.

Fast Company has noted that many tech CEOs prefer employees with liberal arts degrees, as “the liberal arts train students to thrive in subjectivity and ambiguity, a necessary skill in the tech world where few things are black and white” (Segran).

The natural sciences recognize the value of a liberal arts education. Nearly 20 percent of the scientists elected into the National Academy of Sciences received their undergraduate degrees from a liberal arts college or university (Christ).

Moreover, lifetime earnings for liberal arts graduates are comparable to those of graduates from vocational or technical colleges. At their peak earning ages (56-60 years old), majors in the humanities and social sciences actually earn more than vocational or technical colleges (Association of American Colleges & Universities).

The Mantle of Being an Honors College

With one of the lowest student-to-faculty ratios in the nation, our accomplished faculty of 146, including 15 Fulbright scholars, work closely with intellectually ambitious students in small classes. Our instruction is rigorous, relevant, and engaging.

Honors colleges are known for rigorous academic instruction, where world-class faculty cultivate intellectual curiosity in high-achieving undergraduates, through both active and reflective learning experiences. At SMCM—where every course is taught at the honors level—what it means to be an honors college extends beyond an evaluation of a student's past academic performance. It also includes our assessment of the student's *potential* to succeed in a challenging community of engaged teachers, learners, and scholars. We admit students because we believe they can benefit from our intellectually stimulating and supportive environment. We believe that they will experience transformative learning inside and outside the classroom. As an honors college, we transform a student's intellectual *capacity* and *potential* into a reality characterized by continuous intellectual growth and successful engagement with the global community.

The Challenge of Being Public

The fact that SMCM is a public honors college creates a tension, challenging us to provide an outstanding educational experience while maintaining affordability and accessibility.

As a public institution, we are chartered with the responsibility to serve a broad and diverse group of citizens. This not only implies the need to keep costs low, but to create an opportunity for all eligible students to enter. And so we look closely at each applicant, not solely at their SAT scores or their GPAs, but at the entire portfolio of their work, to identify students with the potential to thrive and blossom in our unique environment.

The challenge of delivering an honors-college education for all students requires us, in turn, to institute expensive high-impact practices, increasing the burden on our limited resources.

Yet despite the challenges, SMCM has delivered the highest four-year and six-year graduation rates of any public college or university within the state, and the seventh-highest four-year graduation rate of all public institutions of higher education in the nation (State of Maryland).



A Place in Time

Situated on 361 acres of waterfront property, adjacent to Historic St. Mary's City, SMCM claims a rich and vibrant past.

The College found its genesis in 1840 when the Maryland legislature authorized a lottery to finance a "women's seminary" —or, in today's parlance, "a girls' boarding school." Six years later in 1846, the St. Mary's Female Seminary was incorporated by an act of legislation.

Having struggled during its first two decades, the school thrived thanks to state funding, popular approval, and conscientious trustees.

During the early 20th century, the school expanded its campus and enriched the quality of instruction. Yet despite its promising trajectory, twice in the 20th century—in 1924 and in 1947—crises threatened to destroy the school. Each time, the people of St. Mary's County and the state of Maryland rallied to save their "monument school" and to improve it. In January 1924, during a blizzard, fire gutted the majestic 80-year-old Main Building, despite the valiant efforts of local residents. Trustees, state officials, and hundreds of alumnae, and friends quickly rebuilt the school, while students lived in temporary quarters. In 1927, their efforts were rewarded when St. Mary's became Maryland's first junior college, affording students the unique opportunity to complete four years of high school and two years of college at the same institution.

Then, in 1947, the Maryland Commission on Higher Education slated St. Mary's for dissolution, though it was fully accredited and had begun admitting male students. Before the governor could act, a large public outcry, prompted by tireless alumnae, not only saved the school from extinction, but created the momentum for removing the word "female" and renaming it St. Mary's Seminary Junior College (1949), and eventually St. Mary's College of Maryland (1964). In 1967, the College became a four-year baccalaureate institution.

One of the most notable achievements in the College's modern history occurred in 1992, when the Maryland Legislature designated it the state's public honors college. Today, it is one of only two schools in the nation to hold that distinction.

Intertwined in the history of SMCM is the very land the campus occupies. Located along a broad bend of the St. Mary's River, the land was home to the Yaocomaco people during the 1600s. In 1634, English colonists arrived aboard the Ark and Dove and were determined to establish a settlement under a charter from King Charles I. The town they established, St. Mary's City, flourished and served as Maryland's first capital for 61 years, until 1695, when the state's capital city moved to Annapolis.

Today, Historic St. Mary's City is a state park and living history museum that brings 17th-century America to life through exhibits, reconstructed buildings, and staff interpretations. SMCM students benefit greatly from the College's close proximity to the museum. In 1997, the Maryland General Assembly passed the Historic St. Mary's City Act, which facilitates joint programming by the city and the College. For St. Mary's students, this collaboration represents an opportunity to explore the American past by actively engaging in archaeological research. Today, a product of the partnership between the College and the museum is the newly constructed Anne Arundel Hall, a building that will provide classroom, laboratory, and curatorial space for both institutions.

Guiding Principles

St. Mary's College of Maryland is deeply committed to the belief that the thoughtful exchange of diverse ideas and viewpoints can only enhance our environment, when done in a respectful and civil manner. To that end, at Opening Convocation every student commits to the principles embraced by faculty and staff that guide our College, by pledging the following:

The St. Mary's Way

As a member of St. Mary's College of Maryland, I accept the St. Mary's Way and agree to join in working with others to develop this College as a community:

- *Where people respect the natural environment and the tradition of tolerance which is the heritage of this place*
- *Where people cultivate a life-long quest for disciplined learning and creativity*
- *Where people take individual responsibility for their work and actions*
- *Where people foster relationships based upon mutual respect, honesty, integrity, and trust*
- *Where people are engaged in an ongoing dialogue that values differences and the unique contributions of others' talents, backgrounds, customs, and world views*
- *Where people are committed to examining and shaping the functional, ethical values of our changing world*
- *Where people contribute to a spirit of caring and an ethic of service.*

By choosing to join this community, I accept the responsibility of helping to build on its past heritage, of living its ideals, and contributing to its future.



Introduction

Founded on the site of Maryland's first capital, the College stands as a living legacy to the ideals of freedom and inclusiveness. Our beautiful residential campus on the banks of the St. Mary's River inspires our work, our play, and our commitment to the environment.

Mission

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

Vision

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

Core Values

- Advancement of the College mission and vision
- Intellectual, creative, and scholarly exploration
- Innovation in academic and administrative enterprises
- Clear and effective communication
- Integration of theory and practice
- The power of a diverse community
- Local, national, and global engagement
- Access and affordability
- Environmental stewardship
- Student-centered ethos
- Social responsibility and civic-mindedness
- Civility and respect for self, others, and the environment

Five Interrelated Goals

Goal 1: Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.

We admit and educate students who will graduate to serve the world with empathy and understanding. We aim to be the liberal arts college of choice for such students. We will reach them in new markets, and will grow a more diverse student body while maintaining a sustainable, right-sized population.

Goal 2: Engage students in a rigorous, experiential, flexible, innovative academic environment that capitalizes on our unique geographical location.

Situated adjacent to Historic St. Mary's City, and only 90 minutes from both Annapolis and Washington, D.C., the College enjoys close proximity to the first capital of Maryland, the state capital, and the U.S. capital. This affords all students firsthand experiential-learning opportunities to explore, beyond the classroom, ideas related to democracy, individual freedoms, equity, commerce, and the rule of law. By maintaining rigor and flexibility in the curriculum, and remaining innovative, we can ensure our mission as a public liberal arts honors college.

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.

Diversity brings strength. SMCM is committed to recruiting faculty and staff—those who shape the curriculum and students' experiences—reflective of the world we serve. By maintaining appropriate levels of diversity, we ensure our academic and social environment is informed from varied perspectives.

Goal 4: Graduate prepared, responsible, and thoughtful global citizens and leaders.

We aim to provide students with a comprehensive worldview—not to see the world only through the lens of their academic majors but holistically. We want them to contribute to society, serve as local and world leaders, recognize and challenge injustice, and contribute to global literacy. We seek to expose our students to our partners in the community, including our network of alumni, to facilitate stronger collaboration toward universal goals. By achieving this goal, we will improve our curriculum.

Goal 5: Create and maintain state of the art, modern facilities, systems, and infrastructure.

Studies indicate many factors that increase students' abilities to gain from their college experiences. A streamlined and efficient infrastructure (i.e., business systems and physical facilities) facilitates student learning and the progress of innovation, and maximizes instruction time. By achieving this goal, we will continue to support the educational goals of our students.



Executive Summary

This three-year strategic plan builds on the College's rich history of providing a high-quality, liberal arts education to students who are prepared to learn in a rigorous and intellectually stimulating environment. As one of only two public honors colleges in the nation, SMCM teaches and empowers students to lead responsible and thoughtful lives as global citizens. To accomplish our goals, we will need to attract and retain intellectually ambitious students who reflect the diversity of the nation, and to provide them with an academic environment that is rigorous, experiential, flexible, and innovative. Such a program demands that we continue to attract and retain a gifted and diverse faculty and staff who have achieved excellence across the liberal arts—in teaching, scholarship, creative works, and the practice of their disciplines—and that we build and capitalize on our physical assets and unique geographical location.

Methodology

The strategic goals developed by the Board of Trustees are accompanied in this document by objectives created by the Strategic Planning Steering Committee, with considerable input from subcommittees. Each subcommittee had representation from faculty, staff, and students. The steering committee and subcommittees utilized information culled from a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, completed by the College community, to formulate objectives. To prepare for the SWOT analysis, forums were held to educate the campus community on the analysis as a strategic tool. Participation was encouraged through a variety of opportunities, including online campus-wide surveys, focus groups, and through channels of the Student Government Association. Every effort was made to be inclusive throughout the process. This document is a culmination of these efforts, which took place throughout the fall 2015 and spring 2016 semesters.



GOAL 1

Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.

Objective 1: Increase the diversity of the student body, including out-of-state and international students.

Tactics

The College will build a more diverse and inclusive student body, while maintaining a sustainable, right-sized community. We will establish agreements with international institutions as recruitment funnels; leverage existing international connections among faculty, staff, and alumni; enhance marketing capabilities and outreach; expand out-of-state recruitment efforts; and use scholarship opportunities to meet our objective.

Metrics

By year three, we will have increased the percentage of out-of-state students to 13%, international students to 3%, minority students to 31%, and first-generation students to 20%.

Objective 2: Provide opportunities that promote academic collaboration, intellectual growth, and lifelong wellness within and outside the formal curriculum.

Tactics

The College will continue to develop co-curricular programs that promote high-impact learning experiences (e.g., Living Learning Communities and service-learning opportunities); establish courses on wellness, financial literacy, diversity, and leadership (co-taught by faculty and staff); and increase professional development opportunities for faculty and staff that facilitate innovation and enhanced student engagement.

Metrics

By year three, we will have increased the number of students participating in Living Learning Centers by 50%. We will have implemented a seven-member affiliated faculty program, and have increased the percentage of students participating in service-learning opportunities focused on community development and environmental conservation by 30%. We will have established one course each on wellness, diversity, leadership, and financial literacy, and students will report increased academic collaboration and intellectual growth as well as habits of lifelong wellness (as measured through NSSE data).

Objective 3: Enhance the academic and social integration of students in the campus environment.

Tactics

The College will continue to foster a climate in which diverse students, faculty, and staff are welcome and thrive by hiring a diversity and inclusion administrator, and by engaging faculty and staff in professional development opportunities to help effectively address students' issues. We will develop training programs that promote engagement on issues of diversity and inclusion among our community. Furthermore, we will provide robust services, through the Office of Academic Services and the Wellness Center, that support neurodiversity, physical disabilities, mental health issues, and background and transitional issues.

Metrics

By year three, we expect students will report increased satisfaction with their academic and social experiences. Students will also report, through NSSE data, increases in the use of academic support services, opportunities to be involved socially, and support to help manage non-academic responsibilities.

Objective 4: Provide students with opportunities that position them for success in a variety of careers.

Tactics

The College will determine what new offerings, consistent with our mission and values, might attract students; develop and promote a coherent articulation of the practical and flexible application of a liberal arts education to a wide variety of careers and leadership positions; connect students to alumni and local

professionals to leverage potential career opportunities and leadership training; and assess the extent to which alumni educational experiences relate to their careers.

Metrics

By year three, we will see an increase in the number of alumni reporting that their St. Mary's education prepared them to secure full-time employment/competitive professional opportunity and/or further their education. We will also show a rise in the percentage of students who participate in opportunities that provide leadership skills beneficial to their careers.



GOAL 2

Engage students in a rigorous, experiential, flexible, innovative academic environment that capitalizes on our unique geographical location.

Objective 1: Fully integrate high-impact practices throughout the curriculum.

Tactics

The College will establish a robust Teaching and Learning Center with a mission of helping faculty implement high-impact practices in the core curriculum, majors/minors, and co-curricular programming; expand and publicize student research opportunities; and fund and prioritize experiential and service-learning courses.

Metrics

By year three, 75% of the faculty will be using at least one high-impact practice (such as flipped classroom, intensive writing with revision, formal student oral presentations) in each of their courses. Each student will have participated in at least two high-impact activities (such as research with faculty, St. Mary's Projects (SMPs), internships, study abroad) prior to graduation. Ten percent more students will have presented their research or creative works outside the institution (at a conference, in a publication, or in a public performance). And the College will offer at least nine experiential courses each academic year.

Objective 2: Develop a holistic approach to structural and curricular innovations that capitalize on our location, history, and mission.

Tactics

The College will develop a coordinated system of continual innovation and assessment with regard to curricular programs and structures (e.g., academic calendar, course grid, summer courses, majors/minors/cross-disciplinary programs, etc.); assess the vitality and efficiency of current curricular structures; and examine a wide variety of innovations that are consistent with the College's history, location, existing strengths, and market forces.

Metrics

By year three, we will have presented the students, faculty, staff, and administration with a formal proposal to implement a pilot J-term. We will have implemented a new course schedule grid that includes community and meeting time embedded in the structure. And we will have identified a comprehensive five-year plan for implementing new curricular programs.

Objective 3: Develop an institution-wide approach to learning outcomes and program assessment reflective of the expectations of a rigorous academic environment.

Tactics

The College will devise a process for coordinating ongoing institution-wide assessment efforts; implement a regular cycle of curricular and co-curricular assessment that incorporates both programmatic and institutional outcomes; and create a robust and transparent means of communicating assessment work (plans and results) to both internal and external stakeholders.

Metrics

By year two, all academic departments and cross-disciplinary programs/study areas with majors will have implemented an approved learning outcomes assessment plan, and will have submitted reports to the provost detailing what changes, if any, will be implemented based on their learning outcomes assessment. In addition, 100% of the units in both academic and student affairs (outside of the academic departments and cross-disciplinary programs with majors) will have submitted program assessment reports to the president's executive council.

Objective 4: Promote a community and academic environment that embodies the principles of diversity and tolerance on which we were founded.

Tactics

The College will create an inventory of existing coursework for diversity content, pedagogical strategies that focus on diversity, and workshops or other training conducted by staff on a regular basis to promote inclusivity. We will assess students' perceptions of the success of these courses, strategies, and workshops. We will support the development of courses and experiential-learning activities with a primary focus on diversity, and incentivize departments to offer experimental diversity courses. Furthermore, we will develop a long-term plan for promoting diversity.

Metrics

By year three, at least 95% of the faculty will have received training on the integration of diversity into coursework and pedagogy. The number of courses and experiential-learning activities with a primary focus on diversity will increase by 10%, and all students, faculty, and staff will participate in diversity education and training.



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.

Objective 1: Increase the diversity of staff and faculty, and provide an inclusive environment that optimizes the strengths of a diverse workforce.

Tactics

The College will implement best practices for maximizing the diversity of the staff and faculty we recruit and hire, and will enhance mentoring for new employees with programming that promotes integration and acceptance.

Metrics

Each year over the three years of the strategic plan, at least 30% of newly hired faculty and exempt staff will include individuals who are racially/ethnically diverse. By the end of year three, new mentoring programs will be implemented, and the programs' effectiveness in promoting integration and acceptance will be assessed (through a modified Thrive Survey).

Objective 2: Develop holistic initiatives that support professional excellence and personal wellbeing, creating a work environment where employees thrive.

Tactics

The College will invest in professional development opportunities for all employees. We will assess employee needs regarding housing, day-care, and spousal employment, and collaborate with on-campus and community partners to provide opportunities to meet those needs. We will benchmark our compensation against our peers and work to reduce the gap; recognize and celebrate the contributions of our staff and faculty, and develop an efficient, responsive and inclusive system to employee communication regarding work practices.

Metrics

By year three, the percentage of employees participating in professional development initiatives will have increased by at least 10% from baseline. The difference between the median compensation of our benchmark institutions will be reduced by at least 50%. The percentage of faculty and staff who indicate they are thriving will increase by at least 15%.



GOAL 4
Graduate prepared, responsible, and thoughtful global citizens.

Objective 1: Expand the variety, number, and efficacy of internships and micro-internships to enhance the competitive advantage of students' postgraduate and employment experiences.

Tactics

The College will increase existing opportunities for internships and micro-internships; recruit a dedicated employer/community relations professional in the Career Development Center; provide funding to make it possible for underserved students to participate in internships; and improve assessments for employer efficacy and student outcomes.

Metrics

By year three, we will have increased the number of all internships by 25%, and will have increased the Career Development Center professional staff. We will have funded at least ten underserved students to participate in otherwise unfunded internships by AY 2018, and we will create assessments for employer efficacy and student outcomes.

Objective 2: Develop and promote global literacy and leadership initiatives to empower student agency in effecting change.

Tactics

The College will develop and assess the proposed global studies major, and will increase and diversify SMCM-sponsored study abroad/internship opportunities. We will establish an annual Global Leadership Lecture through community partnerships, and establish a Visiting Ambassador Program in collaboration with the Center for the Study of Democracy.

Metrics

By year three, we will have enrolled at least 25 global studies majors. We will have increased and diversified SMCM-sponsored study abroad/internship opportunities by 20%; hosted two annual Global Leadership Lectures; and sponsored four Visiting Ambassador Lectures.

Objective 3: Promote inclusion, diversity, and equity to engage students in challenging and abating injustice.

Tactics

The College will support a coordinating body of student-leadership groups to develop campus-wide inclusion, diversity, and equity (IDE) initiatives. We will develop IDE resources, including a dedicated webpage for IDE postings and discussion, to support student efforts. We will implement ongoing Thrive/Climate Surveys to evaluate IDE initiatives. And we will develop a credit-bearing cultural-exchange program among campus advocacy groups.

Metrics

By year three, we will increase the number of college-wide IDE initiatives 80%. All faculty and staff will be participating in four hours of approved IDE-related professional development annually. The number of students who report they are thriving will increase 20%. We will have established a pilot cultural-exchange program. And IDE web traffic will have increased 50%.

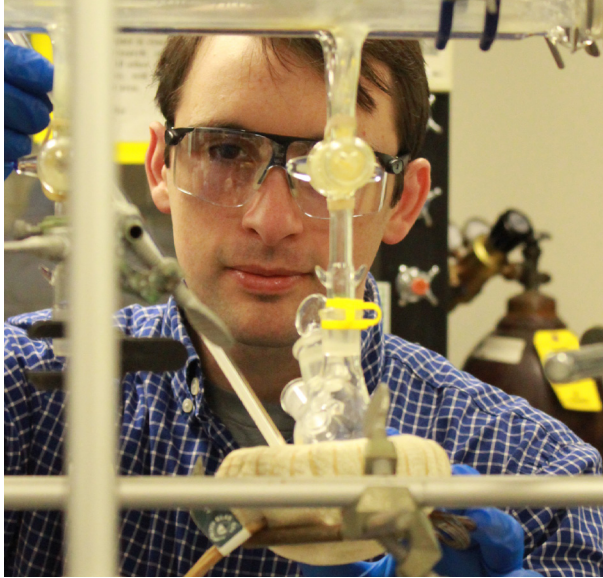
Objective 4: Promote responsible citizenship through leadership, environmentally responsible engagement and stewardship, and an appreciation for the community.

Tactics

The College will establish a faculty mentoring program to develop students committed to IDE leadership. We will institutionalize the Office of Alumni Relations' Bay-to-Bay Service Day to identify and lead community service projects in collaboration with alumni chapters. In addition, we will identify specific opportunities to demonstrate the St. Mary's Way and student engagement with the St. Mary's Way.

Metrics

By year three, we will have trained five faculty advisors to coach and mentor IDE student leaders. We will have increased Bay-to-Bay Service Day initiatives 25%. We will have also developed measures to assess and reward student engagement with the St. Mary's Way, and increased the number of student volunteers on and off campus by 10%.



GOAL 5

Create and maintain state of the art, modern facilities, systems, and infrastructure.

Objective 1: Develop and implement strategies to create and maintain efficient and modern institutional systems.

Tactics

The College will re-engineer business processes to reduce inefficiencies and redundancies; identify and automate institutional processes leading to increased efficiencies; and implement assessment measures/tools to continually gauge the efficiency of institutional systems.

Metrics

By year three, we will have adopted strategies to address issues found in the business process re-engineering audit. We will have automated necessary institutional processes, and implemented an institutional-systems assessment.

Objective 2: Develop and implement strategies to create and maintain modern physical facilities.

Tactics

The College will align the facilities master plan with the strategic plan, ensuring assessment and continual improvement. We will reduce the facilities personnel gap; reduce the deferred maintenance backlog; vet and implement a campus environmental sustainability plan; establish flexible working and learning spaces; and create opportunities for students to develop their responsibility for environmental stewardship and campus maintenance.

Metrics

By year three, we will be following a realigned facilities master plan, and will have decreased the facilities personnel gap by three full-time staff. In addition, the campus environmental sustainability plan will be implemented, and the number of students participating in environmental stewardship and campus maintenance activities will have increased by 33%.

Objective 3: Develop and implement strategies to evaluate and upgrade our core technology infrastructure.

Tactics

The College will develop an IT master plan, ensuring assessment and continual improvement; upgrade wireless and wired networks; enhance core student-information systems; establish a data warehouse and increase secured cloud-computing services to reduce the institution's obligation to server maintenance.

Metrics

By year three, we will have established a new IT master plan. Our wireless and wired signal strength, capacity, coverage, and bandwidth will have increased. And we will have adopted a student-information system and data warehouse, and have decreased our reliance on local servers.

Objective 4: Decrease our exposure to risks.

Tactic

The College will develop an enterprise risk-management plan.

Metric

By year three, we will have measurably decreased our exposure to risks.

Objective 5: Increase entrepreneurialism at all levels.

Tactics

The College will develop college-wide infrastructure to reward each unit's cost savings and revenue generation. We will grow the College's endowment, increase private contributions, and fill the position of Director of Corporate and Foundation Relations. We will enhance faculty and staff ability to write fundable grants, and we will explore opportunities to increase revenue from events and conferences.

Metrics

By year three, we will have increased private giving to the Foundation and revenue from the Office of Events and Conferences by 6%. We will have increased revenue generated through grants and sponsored research by 9%. And revenue generated by events, conferences, and other sources will have also increased, and the College will have developed a system of rewarding increases in revenue as well as cost savings.

Epilogue

The goals we have set in this strategic plan are aggressive, but necessary. We have an inarguable obligation to our students, faculty and staff, alumni, our community, state, and country—and we carry that obligation with a sense of duty and honor. This is St. Mary's College of Maryland, the birthplace of religious liberty, a founding school in our nation, and the first public honors college in the U.S. We are proud of our heritage, and we shall never stop striving to fulfill our mission.



Strategic Planning Steering Committee Members

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Larry Vote, *Professor of Music*
Libby Nutt Williams, *Professor of Psychology*
Derek Young, *Associate Director, Residence Life*

Subcommittee Members

Goal 1

[Chair] Derek Young, *Associate Director, Residence Life (Steering Committee)*
Jeb (John) Barber, *Transfer Coordinator, Admissions*
Beth Charlebois, *Associate Professor of English*
Sarah Crumling '18, *Student (Steering Committee)*
Kate Cumberpatch '17, *Student*
David Kung, *Professor of Mathematics*

Goal 2

[Chair] Libby Nutt Williams, *Professor of Psychology (Steering Committee)*
Dana Burke, *Director of Career Development*
Todd Eberly, *Associate Professor of Political Science and Public Policy*
Ruth Feingold, *Professor of English*
F.J. Talley, *Director of the DeSousa Brent Scholars Program*
Youanidou Thiaw '16, *Student*
Larry Vote, *Professor of Music (Steering Committee)*
Yonah Zeitz '17, *Student*

Goal 3

[Chair] Laraine Glidden, *Acting Provost (Steering Committee)*
James Gott, *Assistant Supervisor/Trades*
Wes Jordan, *Professor of Neurosciences and Psychology*
Catherine Pratson, *Director of Human Resources*
Eric Schroeder '16, *Student Trustee*
Leslie Tucker, *Office Associate I, Athletics and Recreation*
Elaine Szymkowiak, *Director of Instructional Support, Biology*
Christine Wooley, *Associate Professor of English*

Goal 4

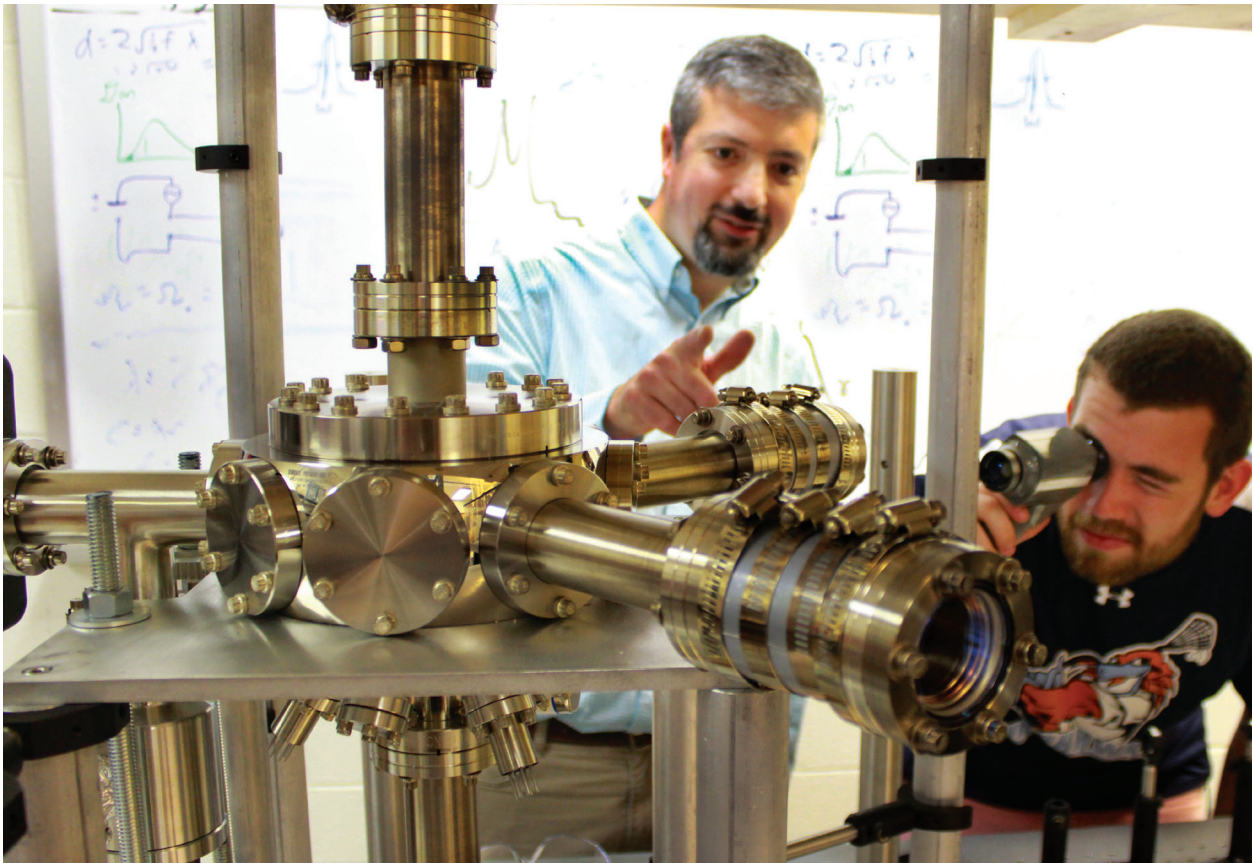
[Chair] Iris Ford, *Associate Professor of Anthropology (Steering Committee)*
Beth Byrd, *Associate Director, Alumni Relations*
Liza Gijanto, *Assistant Professor of Anthropology*
Juliette Hewlett, *Caretaker, Physical Plant (Steering Committee)*
Helena Klassen '16, *Student*
Clinton Neill, *Assistant Director, Student Activities*
Kathleen Tallent, *Visiting Assistant Professor of Psychology*

Goal 5

[Chair] Kevin Emerson, *Assistant Professor of Biology (Steering Committee)*
Chris Burch, *Assistant Vice President of Information Technology*
Cheryl Colson, *Collections Technician, Library*
Carolyn Curry, *Vice President for Institutional Advancement*
Cody Dorsey '18, *Student*
Richard Farrell '16, *Student*
Angela Johnson, *Professor of Educational Studies (Steering Committee)*
Brad Newkirk, *Environmental Health & Safety Coordinator*
Arminta Plater, *Media & Marketing Services Specialist (Steering Committee)*
Davielle Price, *Caretaker I, Physical Plant*

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