

ST MARY'S
COLLEGE *of* MARYLAND

The National Public Honors College

St. Mary's College of Maryland
Cultural Diversity Report

2020

Introduction

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](#).

During 2019-20, the IDE Division was led by Dr. Tayo Clyburn. As the Vice President for Inclusive Diversity and Equity (VPIDE)/Chief Diversity Officer (CDO), Dr. Clyburn built upon the existing College programs and began to develop additional programs to engage and encourage the campus community in the work of IDE. However, Dr. Clyburn's initiatives were negatively affected by the COVID-19 pandemic. The pandemic and the social unrest that occurred in the spring forced the office to pivot online to provide services and support. Over the summer, Dr. Clyburn decided to depart SMCM for other opportunities, and the decision was made to bring in an interim CDO for the 2020-21 academic year. The interim CDO is Mr. Kelsey Bush, an alumnus of SMCM, who will be working on maintaining the existing programs while shifting the office toward an expanded operation in 2020-21 and beyond.

Throughout 2019-20, through the collaborative efforts of the VPIDE/CDO and various other campus members, SMCM continued to demonstrate its commitment to recruiting and retaining a diverse student and employee population, as evidenced by various policy reviews and additions, recruitment strategies, curricular offerings, co-curricular and professional development opportunities, and assessment efforts. While the 2020-21 academic year will be a year of transition as we welcome a new CDO and begin to reshape the office to meet the immense needs of our campus community during the time of COVID-19, we expect to expand and deepen cultural diversity efforts involving faculty and staff collaboration, student integration, and administration engagement.

Highlights of the 2019-2020 efforts are summarized in this report; links are provided for more detail.

I. St. Mary's College of Maryland's Cultural Diversity Plan

SMCM's [Strategic Plan](#) highlights its focus on serving a diverse student and employee population through infusing inclusion, diversity, and equity (IDE) into various aspects of SMCM. An abbreviated summary of IDE-related objectives in the plan 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 so doing, 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.

II. Recruitment and Retention of a Diverse Student Body, Faculty, and Staff

As documented in SMCM's annual Managing For Results (MFR) report to the Maryland Department of Budget and Management and the annual Performance Accountability Report (PAR) to the Maryland Higher Education Commission, SMCM has established a strong record of high retention and graduation rates for historically underrepresented students [among Maryland's public colleges and universities](#). Guiding these successes are SMCM's current strategic goals for recruitment of underrepresented minorities (25% of the entering class), out-of-state students (10%), first-generation students (20%), and students who receive Pell Grants (20%). Recent performance on these goals and related recruitment strategies can be found in SMCM's [MFR and PAR documents](#) and are briefly summarized below.

As important as it is to attend to the diversity of our student body, SMCM is equally committed to having a diverse employee population (faculty and staff). Hence, SMCM has set a goal, published in the MFR and PAR, to strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. After having met and exceeded the previous faculty goal of 15% of full-time faculty belonging to minority groups, this goal was revised in 2016 to be even more aspirational and closer to the student target. The current goals are for 20% of total full-time faculty and 28% of total full-time staff to be from minority groups, and for 30% of all new hires to be from minority groups.

Strategies and progress toward accomplishing these goals can be found in SMCM's [MFR and PAR documents](#) and are briefly summarized below.

A. Recruitment and retention of a diverse student body

St. Mary's College's mission to promote access to underrepresented students includes recruiting and retaining students from all racial and ethnic groups as well as being sensitive to the needs of first-generation college students and those from diverse socio-economic circumstances. Toward that end, in 2019-20, several campus offices engaged in multiple efforts in the areas of outreach, financial aid, marketing, and external partnerships.

Outreach efforts in the [Office of Admission](#) included a continued presence at secondary schools with significant populations of underrepresented students; attending a wide variety of college fairs and workshops, including several organized by or for underrepresented or first-generation students; and providing transportation to underrepresented students to visit campus. The Office continued to collaborate with the SMCM [DeSousa-Brent Scholars Program](#), a program for underrepresented students who are a good fit for the College, to maintain previously increased (from 40 to 60) new student enrollment target.

The [Office of Student Financial Assistance \(OSFA\)](#) has implemented programming to address the needs of underrepresented students. This include targeted communications and outreach for those eligible for financial aid programs as well as to first-generation students. OSFA has also completed off-campus outreach in Montgomery County, St. Mary's County and on campus to educate students and families on the financial aid process.

[The Office of Alumni Relations](#) is engaged in creating new affinity groups, in partnership with the College's Alumni Council, to build off the success of its Black Alumni Chapter, which continued to host mentoring events and panel discussions. The [Landers Scholars](#) scholarship initiative awards fully funded four-year scholarships (tuition, fees, room and board) to low-income, first-generation and/or underrepresented students from Maryland. The program also provides first-year mentoring for each recipient. There are currently 12 students in the program. This scholarship, along with the College's DeSousa-Brent Scholars Program, is externally marketed to prospective students, families and counselors across Maryland. Application and enrollment fee waivers were continued for low income and [first-generation applicants](#). The enrollment deposit was reduced by 50% for Fall 2020 incoming students to offset the impact the COVID-19 pandemic had on low-income students.

This year, the web services team continued to improve the [SMCM website](#) to ensure accessibility by disabled individuals, and to showcase online imagery that reflects the diverse nature of the campus. The [Office of Inclusion, Diversity and Equity's webpages](#) were overhauled for the new vice president in 2019-20. A graphic identity was created as well as flyers, posters and numerous social media postings for related messages. The integrated marketing team ensured all videos on its College YouTube channel were closed captioned. Partnering with the College's disability office, it is now working to do the same for Admission and College events. The team continues to follow accessibility standards for the College's [smcm.edu](#) website and internal daily communication vehicle, InsideSMCM.

SMCM also worked to maintain external partnerships, and seek new ones, to aid in supporting students from all backgrounds. In 2020 SMCM entered into an agreement to host the east coast National Hispanic Leadership Conference. SMCM is a member of the [Coalition for College Access](#), a national initiative of institutions committed to making college a reality for all high school students. SMCM also continued its relationship with [Human Capital Research Corporation](#) to develop and implement financial aid modeling, and continued partnerships with the [College Bound Foundation](#), [Strive for College](#), and the [American Talent Initiative](#) to support the recruitment of students from Baltimore City, first-generation students, and high achieving low-income students, respectively.

In 2019-20, SMCM continued to offer several academic programs supporting and enriching the education of underrepresented students, including the [DeSousa-Brent Scholars Program](#), [STEM Emerging Scholars Programs](#), and the [STEM Navigators Scholarship Program](#). Faculty and staff, in collaboration with the [Office of Student Support Services](#), also continue to utilize the Beacon Early Alert program to coordinate communication among all faculty and staff who are involved in each student’s academic and co-curricular pursuits.

Last year, SMCM recruited a first-year class for Fall 2019 that met or exceeded the target for the percentage of minority students for the seventh year in a row (see Table 1 below). The Fall 2019 entering class also included 23% first-generation college students and 22% Pell recipients, exceeding both targets. Progress on metrics of retention and graduation, for all students and for underrepresented students, is detailed and discussed in SMCM’s [MFR and PAR documents](#).

Table 1. Characteristics of entering students, Fall 2012 through Fall 2019

	FA12	FA13	FA14	FA15	FA16	FA17	FA18	FA19
Entering first year class who are minorities (Goal: 25%)	17%	27%	33%	27%	31%	27%	25%	33%
Entering first year class from first-generation households (Goal: 20%)	15%	19%	19%	19%	18%	25%	21%	23%
Entering first year class receiving Pell Grants (Goal: 20%)	12%	23%	18%	21%	19%	20%	17%	22%

B. Recruitment and retention of a diverse faculty and staff

Several strategies continued to be implemented in 2019-20 to work toward attracting and retaining a diverse faculty and staff, which is also a prominent aspect of the [Strategic Plan](#).

Regarding faculty, the 2019-2020 academic year represented somewhat of a pause in tenure-track hiring. Pending the results of a holistic review of the College’s complete academic program array, tenure-track hiring did not occur during 2019-2020, with the exception of one librarian.

SMCM expanded its external recruitment venues (web sites, trade publications, consortiums, etc.) and began attending job fairs to improve efforts to attract applications from women and underrepresented professionals. The Office of Human Resources updated the Affirmative Action Plan and continued to

utilize the plan to guide recruitment and hiring practices, and to inform external partners of the institution’s intent to diversify. The hiring processes continued to include search committee training, auditing of committee compliance with the College’s hiring processes and the utilization of the applicant tracking platform, Interfolio. Updates and progress on all efforts were shared with the President and the Executive Committee. The Office of Human Resources was unable to host the State of Maryland 2020 EEO Retreat due to COVID-19.

All new faculty and staff participate in orientation and other essential onboarding processes, which are tailored to the particular needs of the faculty and staff involved. New faculty seminars and faculty mentoring programs begin at the start of the academic year and extend throughout the first and second years. In response to faculty requests, additional professional development conversations have been added for pre-tenure faculty past the first year of hire, addressing issues such as work/life balance and building a supportive network within and beyond campus. All faculty mentors receive [introductory welcome notes](#) specifying the specific benefits of the cohort model for supporting and retaining underrepresented groups within the faculty, and prompting them to be mindful of the additional stressors placed on women and underrepresented groups as new faculty navigate their first year in the position.

These strategies have been variably successful in moving the institution toward a more diverse faculty and staff. For example, the proportion of full-time (non-faculty) staff who are members of a minority group (individuals identifying as Hispanic/Latinx, Black/African-American, Asian, Native American/Alaskan, or Native Hawaiian/Pacific Islander) rose five percentage points in two years, from 24% in Fall 2016 to 29% in Fall 2018 (see Table 2 below). While the percentage fell a bit for Fall 2019, it is still higher than the low of 23% in Fall 2014. Meeting these goals for faculty has been more challenging. Although in Fall 2017, an impressive 43% (6 of 14) of newly hired tenure-track faculty members were members of minority groups, none of the incoming tenure-track faculty in the following two years had minority status. On a positive side, retention of underrepresented faculty members has been strong in recent years; since 2009, 94% (16/17) of minority faculty members were retained through the third-year review milestone, compared to 83% (53/64) of all faculty; and 70% (7/10) of minority faculty members earned tenure after the sixth year, compared to 69% (24/35) of all faculty.

Table 2. Percent Minority Full-time Faculty and Staff, Fall 2012 through Fall 2019

	FA12	FA13	FA14	FA15	FA16	FA17	FA18	FA19
Percent minority of all full-time tenured or tenure-track faculty (Goal: 20%)	14%	17%	17%	18%	16%	17%	16%	14%
Percent minority of all NEW full-time tenure-track faculty (Goal: 30%)	20%	30%	0%	0%	8%	43%	0%	0%
Percent minority of all full-time (non-faculty) staff (Goal: 28%)	25%	24%	23%	24%	24%	27%	29%	27%

III. Efforts to Promote Positive Interactions and Cultural Awareness

St. Mary's College is committed to providing learning opportunities (in and outside the classroom) that enhance each member's ability to positively interact with diverse individuals while creating a strong sense of community in which all members thrive and are successful. This commitment is evident in diversity-focused professional development of employees, campus-wide diversity training, curricular offerings, and social support for underrepresented groups, all of which enable campus members to meaningfully contribute to an educational and work environment that embraces IDE. The IDE division worked with the Center for Inclusive Teaching and Learning (CITL) to provide a culturally proficient leadership program, and brought in Dr. Maurice Stevens to lead a program on trauma and disabilities.

The 2019-20 academic year saw the continuation of the DiversitySMCM program, a diversity training program for faculty, staff, and students. The two-phased program included an online training module offered by DiversityEDU, as well as a highly interactive in-person group session to discuss the application of the module's contents. The DiversitySMCM training is provided to all first year students and new employees. The combined program captures three key aspects of social justice/change: awareness raising, knowledge acquisition, and skill development/application.

Several new initiatives were implemented in 2019-20:

St. Mary's Day: Extending the learning and theories introduced in the DiversitySMCM program, the IDE division, with support from the Center of the Study of Democracy and the Division of Student Affairs, developed a day-long program focused on civil discourse and the impact on the SMCM community. With three separate modules and guest speakers, as well as breakout sessions for professional development of staff and faculty, the campus-wide event was designed to educate and reinforce the college's commitment to IDE practices in all aspects of operations and engagement. Unfortunately, the March event was cancelled due to COVID-19 restrictions. Once COVID-19 restrictions are lifted, it is the intent of the division to reschedule the event.

Webinar Series: In an effort to develop an ongoing learning experience, the IDE division hosted a webinar series titled "Talking About Race". Facilitated by Mx. Lena Teeney, Coordinator of Public Engagement for the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University, the series was well received by the campus community.

Under Represented Minority (URM) luncheon: The luncheon for staff and faculty was designed to build a sense of community among the URM faculty and staff. Based on survey results and feedback, a lack of relationships and support within the campus' BIPOC community was a primary concern impacting retention of said staff and faculty. The lack of BIPOC faculty has been linked to student retention issues, and therefore a focus area for IDE.

CITL / Development of Culturally Proficient Leadership Program: 13 students (faculty and staff) participated in the inaugural class. Co-hosted by Sam Elliott and Tayo Clyburn, the course focused on diversity practices in leadership and teaching.

Looking forward, training and professional opportunities will continue for faculty and staff, as well as new approaches to cultural training for students, addressing areas such as intersectionality, intergroup

relations, and connections between behaviors and the college mission. These efforts will be collaborations between the division of Inclusive Diversity and Equity; the Division of Student Affairs; and the Office of Human Resources.

Outside of the IDE division, the integrated marketing team is responsible for promoting events, programs, and faculty, staff and student accomplishments underscoring diverse experiences and backgrounds. The team is creating, along with a Commemorative Review Committee, a virtual dedication in November 2020 for the Commemorative to Enslaved Peoples of Southern Maryland to be erected on campus in late October. The team has communication plans planned or launched for such programs as the annual MLK Prayer Breakfast, annual Lavender Graduation, One Community: Bridging Divides lecture, The Imperative of Ending Capital Punishment to Achieve Racial Equality lecture, A Pledge to Truth and Civility lecture, and Liberty and Justice for All—History of Voting Rights in America lecture. Because these events are held virtually, the team does extensive outreach to the College's numerous stakeholders to encourage engagement and participation.

The integrated marketing team also supports the President's Heritage Month initiative, featuring historic and contemporary figures who embody and honor each heritage. Individuals are featured monthly in banners across campus, on the College's website, in social media and in the College's daily newsletter. The team also worked with the College Bookstore to create LGBTQ+BIPOC t-shirts and promoted the College in such publications as Southern Maryland Women and the Homeschoolers Guide.

A. Cultural Training Programs for Faculty and Staff

In addition to the two-stage campus-wide diversity training program described above, multiple internal and external training opportunities were available for faculty and staff. These trainings included opportunities for campus members to increase their knowledge and skills in working with multicultural, underrepresented and underserved students (e.g., students of color, LGBTQIA, neurodiverse, varying physical and psychological functioning, etc.) as well as ways to address sexual assault issues, including prevention and response. These efforts were spearheaded by staff in the [Wellness Center](#), the [Office of Student Support Services](#), and the Title IX Coordinator. In addition, the Office of Human Resources collaborated with the Title IX Coordinator to develop and implement a comprehensive sexual harassment prevention training program for all employees in compliance with Maryland law HB 1423. Trainings were suspended in March 2020, however, after the Maryland Department of Management and Budget suspended the time requirements of the law after the onset of the COVID-19 pandemic.

B. Curricular Initiatives Promoting Diversity in the Classroom

SMCM's [LEAD Curriculum](#) was formally adopted by the faculty last year. As with our Core Curriculum, LEAD includes two requirements that are key to enhancing cultural diversity as a component of the educational experience. One of these is coursework in International Languages and Cultures — a subject taught at St. Mary's College in such a way as to embed language study in a study of culture. This requirement has been expanded under LEAD: the College now requires students to complete a language course at the level of placement or to the 102/110 level. This ensures that students' experience with the language is developed enough to provide the intercultural experience that the requirement is meant to support. The second requirement is now called "Cultural Literacy" (formerly Cultural Perspectives). Like our Cultural Perspectives requirement, this new category includes classes

designed to help students better recognize the ways their own culture shapes their thinking and the ways in which culture more generally shapes an individual's world view. The revised category, however, makes more explicit how such differences are connected to socioeconomic and other forms inequality. These courses might examine theories of race and ethnicity or investigate diverse issues related to globalization.

During the 2019-20 year, the College continued its efforts to improve both curricular and pedagogical supports for diverse students. The [Center for Inclusive Teaching and Learning](#) provides professional development opportunities for faculty and staff to employ high impact practices with a diverse student population (e.g., neurodiverse/neurodivergent students, students from underrepresented groups). Last year this included a learning community for faculty and staff that focused on culturally proficient leadership as well as regular programming in support of inclusive pedagogy. Although the 2020 [Inclusive and Innovative Instruction Conference](#) was cancelled in light of COVID-19, the Center has been a critical support for helping faculty to adapt their classroom practices to a remote environment without disadvantaging underrepresented learners. The CITL sponsored a month-long workshop on hybrid teaching this past summer, and has been on call to work directly with instructors throughout the pandemic.

In addition, two departments have continued their work with the [Council for Undergraduate Research's Transformations Project](#). This four-year grant supports the implementation of scaffolded major curricula that fosters the development of skills students need to pursue undergraduate research. One of the main aims of the grant is to show how such curricular transformations will increase the participation of students from underrepresented groups in undergraduate research. Based on this work, the Department of Psychology has recently submitted a revised version of their major curriculum to the College's Curriculum Review Committee.

C. Co-curricular Programming for Students

In addition to the two-stage campus-wide diversity training program described above, multiple offices and departments offered trainings, workshops, programming, events, and services designed to support students from diverse populations, and to enhance campus members' capacity to integrate and collaborate with diverse individuals. Diversity-related programming was offered by campus offices including the [Wellness Center](#) and the [Office of Student Support Services](#), and by numerous student groups and organizations including the Student Government Association, the Black Student Union, [LGBTQIA Student Services](#), Multicultural Advocacy and Partnership for Progress (MAPP), the Cultural Dance Club, the Jewish Student Union, and InterVarsity Christian Fellowship.

IV. Description of One Successful Strategy: The Faculty Mentoring Cohort Model

Mentoring for new faculty members at St. Mary's College had long used a traditional faculty mentoring model based on a one-to-one pairing of a new hire with a tenured instructor for open-ended discussions. In an effort to build a more cohesive support structure for new faculty, SMCM implemented the research-driven model known as the Faculty Mentoring Cohort (FMC) in 2016. As had been the process in the past, new faculty are paired with faculty from outside their discipline. However, the FMC is distinctive from traditional mentoring programs in two primary ways.

First, the FMC model organizes teams of two established faculty members and a two newly-hired full-time instructors (either tenure-track or full-time visiting faculty). Here, the goal is to widen the conversation regarding pedagogical and professional expertise, and by building in both peer and mentor dimensions, to reduce the potential anxiety and resistance to asking frank questions produced by the one-on-one mentoring model. The team approach also helps sidestep the inherent power differential built into the traditional mentor/mentee dyad, and the tendency toward “academic cloning” of junior faculty in the senior faculty mold. Instead, the cohort generates an exchange of ideas, and makes room for the emergence of newer scholarly and pedagogical approaches.

Second: the FMC meets monthly for three semesters instead of two, extending official sessions for our tenure-track colleagues through fall of the second year. Because the first year on the job is often a whirlwind, the discussions underway by the spring are really becoming critical just when the traditional “First Year Mentoring Program” disbands.

The metrics used to assess effectiveness of the FMC are retention through the third year review, and retention to (and successful attainment of) tenure. At this point, only two cohorts have progressed to the third year review, but early data are promising regarding the effectiveness of the FMC strategy. As seen in the table below, retention of faculty to the third year review rose by 11 percentage points among the 26 faculty members who entered in Fall 2016 or 2017, the first two years of the FMC, compared to the five prior years (Fall 2011 through 2015 cohorts) when an individual mentoring program was in place. More specifically toward increasing faculty diversity, 100% (7/7) of faculty of color were retained from the Fall 2016 and 2017 cohorts.

Table 3. Retention of Tenure-Track Faculty to Third Year Review, Fall 2011 through Fall 2017 cohorts

	2011-15 Individual Mentoring		2016-17 Cohort Mentoring (FMC)		Change (Percentage Points)
	N	%	N	%	
White Faculty	15 / 21	71%	15 / 19	79%	+ 8%
Faculty of Color	4 / 5	80%	7 / 7	100%	+ 20%
All Faculty	19 / 26	73%	22 / 26	84%	+ 11%

V. Campus Statement of the Process for Reporting Hate-Based Crimes

Hate crimes may be violations of SMCM’s [Student Code of Conduct](#) or [Employee Handbook](#) as well as violations of the law. SMCM encourages anyone who is the victim or who witnesses a hate crime to report it to the Office of Public Safety, which will respond to the incident in conjunction with local law enforcement. Any crimes that are reported to SMCM that meet the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) (“Clery Act”), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) (“Title IX”), and the Reauthorization of the Violence Against Women Act of 2013, are reported monthly to the Maryland State Police via the Uniform Crime Reporting (UCR) system, and reported in

the [Annual Security and Fire Safety Report](#) in accordance with the Clery Act. The St. Mary's County Sheriff's Office ("Sheriff's Office") may take the lead on investigating hate crimes.

The College is currently revising its policies for the Bias Prevention and Support Team ("The Team"), a group that engages in a prompt, consistent, and sensitive process to respond to bias-related incidents. Bias-related incidents are acts that demonstrate bias on the basis of race, color, religion, sex, national origin, gender identity or expression, sexual orientation, ethnicity, age, marital status, physical or mental disability, protected veteran status, or any other characteristic protected by law.

The Team complements and works with other campus entities to connect students, faculty, and staff who have been affected by bias-related incidents to the appropriate support and resources. The Team also reviews the reports it receives to collect aggregate data, assess the campus climate, and identify educational and outreach opportunities.

VI. Conclusion

St. Mary's College of Maryland remains committed to the pursuit of an inclusively diverse and equitable campus community, which aligns with the foundational concepts of tolerance that were set forth by the original Maryland colonists. Our mission is to ensure that underrepresented students have full access to the SMCM liberal arts experience, which includes supporting students with need-based financial aid, and SMCM is dedicated to exploring means to bridge the gaps in access.

SMCM recognizes that promoting cultural diversity is essential to the mission of the institution and to its long-term sustainability, as detailed in the Strategic Plan. President Jordan is firmly committed to improving SMCM's ability to recruit, retain and enhance the success of a diverse student and employee population. Toward that end, SMCM has implemented new approaches and programs to recruit and retain underrepresented minority students, faculty, and staff, resulting in increased diversification in all three populations in recent years. SMCM will continue to explore ways to ensure inclusion and diversity are infused throughout all aspects of the academic, co-curricular, and occupational experiences for all campus members.