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M E M O R A N D U M

DATE: June 22, 2022

TO: Maryland Higher Education Commissioners

FROM: Shinta H. Hernandez, Ph.D., Chair, Faculty Advisory Council

SUBJECT: 2021-2022 Faculty Advisory Council Annual Report

During the 2021-2022 academic year, the Faculty Advisory Council (Council) met eight times. Each meeting, a subgroup of members presented on a specific topic and led a discussion. The discussions often culminated in formulating recommendations to the Commission, which were voted on by Council representatives. The recommendations, organized by topic, presented below are for the Commission's consideration for either Commission staff to implement and/or to encourage higher education segments or institutions in Maryland to consider for implementation.

Pathway from 2- and 4-year Institutions (carryover from the 2020-2021 Council)
- Establish the Transfer with Success Committee to:
  - Improve cooperation among all Maryland higher education institutions (public, private, 2-yr, and 4-yr) regarding transfer credit
  - Make recommendations to better implement the Transfer With Success Act
- Make recommendations for a new platform, Transfer With Success Maryland-wide (essentially ARTSYS 2.0)
- Provide funding (partial or full) for a transfer coordinator at each Maryland higher education public institution to actively participate on the Transfer With Success Committee.
- Provide funding for creation and maintenance of the Transfer With Success Maryland-wide platforms.
- Each Maryland higher education public institution should develop a webpage with consistent designations detailing all articulation agreements for that institution.

Pathway from 2- and 4-year Institutions
Kathryn Jones (Howard Community College), Raza Khan (Carroll Community College), Ryna May (Howard Community College), Doris Santamaria-Makang (Frostburg State University)

- MHEC should bring forward recommendations for the role and composition of the Student Transfer Advisory Committee.
- MHEC should provide guidance on the establishment and the roles of a Transfer

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Advising Council for all public colleges.

- Receiving institutions must maintain an updated record of course transfer equivalencies to show how credit is awarded (as an equivalent course or general elective).
- MHEC must provide guidance to the higher education institutions to determine or define processes/policies for transfer of 70% course equivalency from the perspective of course objectives.
- MHEC should strongly recommend a universal website address for all transfer information such as "collegename.edu/transfer"
- MHEC guidance must include that all public higher education institutions are to use and refer to the approved transfer equivalency course database as the primary recourse ahead of any internal database.

Developmental Education

Melody Gaschler (Allegany College of Maryland), Joe Healey (Frederick Community College), Jennifer Nyland (Salisbury University), Laura Paddack (Wor-Wic Community College), Diarra Robertson (Bowie State University), Atma Sahu (Coppin State University), Candace Vogelsong (Cecil College)

- Institutions should attempt to employ MMA (Multiple Measure Assessment) placement systems.
- Improved data collection and sharing among member institutions regarding developmental education strategies and methodologies.

Test-optional Admissions

Terry Bridger (Prince George's Community College), Anita Komlodi (University of Maryland, Baltimore County), Bill Talley (University of Maryland Eastern Shore), Trish Westerman (Towson University)

- That MHEC encourage institutions of higher education in Maryland to implement a test-optional admissions process, at least for certain academic programs.
- Test-optional policies are not enough, so institutions should also be encouraged to conduct studies on the impacts of their admissions policies on diversity, retention, graduation, STEM engagement, etc.
- Institutional shifts to test-optional policies should also be accompanied by enhanced financial aid, academic support funding, and recruitment efforts.
- That MHEC share with presidents of institutions of higher education in Maryland the findings and recommendations of this presentation.

Faculty Tenure, Promotion, and Unionization

Stephanie Hallock (Harford Community College), Laura Pope (Baltimore City Community College), Fadia Shaya (University of Maryland, Balitmore)

MHEC could support faculty equity in the following ways:
- Collaborate with institutional leadership to provide context-informed support directed at *need* (equity), recognizing that faculty's situations and conditions vary within

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experiences of racism, genderism, ableism, and classism.
- Ensure ongoing, adequate, equitable funding for all public institutions of higher education.
- Work with the General Assembly to establish hiring, compensation, and job security guidelines within state labor laws.

Social Justice and Systemic Racism

Christine Blackshaw (Mount St. Mary's University), Alan Goldenbach (Hood College), Shinta Hernandez (Montgomery College), Hali Kilbourne (University of Maryland Center for Environmental Science), Brandy Rodgers (Lincoln College of Technology)

- Raise awareness across the state to encourage implementation of diversity, equity, and inclusion (DEI) strategies at institutions of higher learning through:
  - Formal announcement
  - Social media posts, etc. on various faculty professional development opportunities
- Encourage institutions to implement DEI practices in organizational practices (e.g., recruitment, hiring, promotion, mentoring, and committee work).

Faculty Professional Development

Raenita Fenner (Loyola University Maryland), Walter Hill (St. Mary's College of Maryland), Sarah Merranko (College of Southern Maryland), Neal Miller (Stevenson University), Bridal Pearson (University of Maryland Baltimore), Stephanie Savick (Notre Dame of Maryland University)

- Each institution should have a center for teaching and learning
- MHEC should facilitate professional development for campuses that do not have teaching and learning centers.
  - Sample types of support include learning communities, stipends for faculty at campuses that do not have teaching and learning centers, and statewide workshops.
  - MHEC could develop and maintain an online repository to include online tutorials and teaching and learning best practices.
- All faculty should have base knowledge and exposure to all modalities of teaching and learning for enhanced flexibility in times of crisis.
- Common language for teaching modalities (i.e., hybrid, hyflex, asynchronous, synchronous, etc.) in consultation with USM and other relevant organizations such as Quality Matters (QM), MarylandOnline, MD Distance Learning Association, etc.

RECOMMENDATION: This is for information purposes only.

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