

Maryland Higher Education Commission
Faculty Advisory Council
Minutes
November 19, 2024, 1:30 – 3:30 p.m.

In attendance: Jathan Austin, George Bedell, Dana Bunnell-Young, Mary Crowley-Farrell, Joe Healey, Kathy Jones, Raza Khan, Hali Kilbourne, Brian Lazarus, Angelo Letizia, Jane Lincove, Bridal Pearson, Douglas Roberts, Osei Robertson, Atma Sahu, Doris Santa Maria Makang, Annette Savoy, Takisha Toler, Patricia Westerman, Candace Vogelsong **MHEC Staff:** Emily Dow, Alex Nguyen, Alix Chaillou

Agenda Item	Discussion	Decision/ Next Steps
Call to Order	Takisha Toler called the meeting to order.	
Vote: Proposed Nov. 19, 2024 meeting agenda	The meeting agenda was approved	
MHEC Updates	<p>MHEC has a new Deputy Secretary – Elena Quiroz-Livanis. It is likely she will join the December meeting to introduce herself.</p> <p><u>Student Success Summit</u> MHEC hosted a statewide summit to discuss student success initiatives and announce the draft post 2025 goals. This was the first convening of campuses statewide since before the pandemic.</p> <p><u>Post-2025 Completion Goals</u></p> <p>Current goal: By 2025 at least 55% of Marylanders will have an Associate’s Degree or Higher.</p> <p>Proposed New goals:</p> <ul style="list-style-type: none">• Attainment Goal: 65% of Marylanders will have at least a certificate or Associate’s degree by 2030• Equity goal: Make a commitment to eliminate the equity gap.• Production Goal: A certain number of students (still working on the calculation) will complete a credential of value annually. (A definition of credential of value is still being worked on.)• Research and Innovation: Institutions of Higher Education establish research and innovation goals that are aligned with Maryland’s strength, strategic vision, and workforce sectors.	

	<p>These goals were discussed at the October Commission meeting and shared at the Student Success Summit. The Council is encouraged to share these within their faculty governance structures.</p> <p>Emily emphasized that these are a draft, but they will inform the new state plan which is due by 2026. The Commission would like to have a draft of that plan completed by 2025.</p> <p>Questions:</p> <ol style="list-style-type: none">1. What was the result of the summit? Emily stated that there were two big purposes – to bring campuses together and to share the draft goals. Every campus was represented as well as several of our PCS and there was dedicated time for discussion of the draft goals. Presidents have been asked to provide a 3-5 page report by January to give feedback. This information will inform the evolution of the goals and the drafting of the State Plan.2. Does the term Certificate reference the type approved by the state? Yes.3. Would micro credentials be counted? Emily stated that it is something we are considering. There is concern about how we count those without asking our institutions for more data reporting as we would need to know what is included in the credential, if it had impact on a student's earning potential or career in order to determine if it is a "credential of value."4. Would it be a benefit for FAC to give a vote of support for these goals? Or a vote with advice to consider? Would the Commission value this? Yes, or this group could submit a reflection report like the Presidents are doing. That would need to be submitted by January. (It was suggested that SAC also have a voice in this discussion.)	<p>Future agendas will reflect that FAC discussion of these goals needs to occur in time to provide a response by January.</p>
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Artificial Intelligence	<p>FAC goals are to:</p> <ol style="list-style-type: none">1. Create a statewide repository of resources hosted on the Commission's website.2. Increase faculty training specific to<ol style="list-style-type: none">(a) AI and IRB-related research and(b) AI and its connection to research/grant writing for faculty.3. Coordinate training and professional development efforts regarding teaching with AI with the University System of Maryland's Kirwan Center for Academic Innovation (e.g., professional development opportunities, curricular and pedagogical development, the use of AI for student assessment, etc.). <p>There was a question of how institutions are implementing protection from AI in testing and assessment environment with online testing. Members shared that some use lockdown browsers. Some write test questions and assignments to not be impacted by the use of AI. Some use Respondus to record the student and their screen. Some use Proctorio or Honor Lock.</p> <p>There was discussion that the focus should be on embracing AI and how do we assess students based on the process rather than the product. It was noted that the level of student impacts this as it takes time to develop the critical thinking skills to address the ethical use of AI.</p> <p>It was noted that because AI changes so quickly, workshops have been the most effective tool for sharing resources, but some institutions do not have the resources for this. It was suggested that the Kirwin Center is a resource and maybe could consider sharing their work over Zoom state or system wide. Kirwin center has reached out to USM faculty council to hold a conference for USM faculty.</p> <p>Resource was shared:</p> <p>Addressing the Limitations of Using Generative AI for Learning https://provost.utexas.edu/the-office/academic-affairs/office-of-academic-technology/limitations/</p>	
Time outside the Classroom	<p>There is a need to quantify student, faculty, federal, and state expectations on how much time students should spend outside of the classroom and any differences between synchronous and asynchronous work.</p> <p>The current state requirement is in terms of contact hours, but this seems out dated. There should be more flexibility in consideration</p>	

	<p>of time outside the classroom. It was noted that we have to be careful because students work at varying paces.</p> <p>It was noted that if 12 credits is full-time for students, we need to convey to them what this means. It was also noted that if 1 credit conveys an amount of time, that amount of time should be the same for lectures, labs, etc.</p> <p>Several resources were shared:</p> <p>Defining and Assigning Credit Hours Policy https://courses.cornell.edu/mime/media/45/17029/Credit+Hour+Policy_12.13.21.pdf</p> <p>COMAR credit hour definition https://dsd.maryland.gov/regulations/Pages/13B.02.02.16.aspx</p> <p>From Lynn University: https://www.lynn.edu/academics/catalog/academics/policies/credit-hour-definition#:~:text=Undergraduate%20day%20semester%20and%20graduate,16%20weeks%20for%20one%20semester.</p> <p>Example comprehensive definition from Lake Michigan College: https://www.lakemichigancollege.edu/policies/definition-of-a-credit-hour-and-program-length#:~:text=A%20credit%20hour%20is%20the,the%20institution%20for%20the%20term</p> <p>FAC hopes to draft recommendations. These recommendations may be shared with the Commission either officially or unofficially and may be shared by FAC with the faculty at their institutions.</p>	<p>Doug Roberts will lead work on this with others that are interested.</p>
Faculty-focused strategies for improving completion	<p>It was noted that one of the biggest challenges with completion is attendance. Some institutions are not permitted to require attendance. Also, students are often focused on athletics or extra curriculars and do not put the time into their course work.</p> <p>It was noted that there are often breakdowns in communication when a student withdraws from a course or changes majors and this can impede completion.</p> <p>Some shared about their institution's student alert systems, which have been helpful in retention and completion, particularly when coaches are included in the alerts.</p>	

	UMBC identifies courses with high withdraw rates and then faculty works on ways to improve this such as smaller classes, more supports, or alternative approaches?	
Recognizing the role of student's mental health in the context of student success	There was discussion on the interplay of mental health and classroom success as well as of the resources that are available at various campuses. It was noted that MHEC has a Mental Health Council. Consensus appeared to be that this topic is outside of the realm of this council and may be better considered by the Mental Health Council and potentially a Student Success Council.	
Other Business	A poll was taken to move the December meeting date to December 17.	December meeting will be December 17.
Adjournment	Takisha Toler adjourned the meeting.	

Respectfully submitted,

Alix Chaillou

Future Meeting Dates:

December 17, 2024, 1:30 – 2:00 p.m.

January 21, 2025, 1:30 – 2:00 p.m.

April 15, 2025, 1:30 – 2:00 p.m.

May 13, 2025, 1:30 – 2:00 p.m.