



Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Andrew R. Smarick  
Chair

James D. Fielder, Jr., Ph. D.  
Secretary

## MEMORANDUM

DATE: June 23, 2021  
TO: Maryland Higher Education Commission  
FROM: Faculty Advisory Council  
SUBJECT: 2020-2021 Faculty Advisory Council: Report of Recommendations

During the 2020-2021 academic year, the Faculty Advisory Council met eight times. Each meeting, a subgroup of members presented on a specific topic and led a discussion. Each meeting culminated in formulating recommendations to the Commission, which were then voted on by the Council. Presentation and discussion topics included:

- Faculty professional development
- Social justice/systemic racism
- Open educational resources
- Innovating credentialing
- The pathway between 2- and 4-year institutions
- The pathway from high school to college

The recommendations, organized by topic<sup>1</sup>, 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.

### **Faculty Professional Development**

The MHEC FAC recommends statewide support for faculty professional development in the relevant areas of racial equity and social justice, effective teaching and learning best practices in various modalities, mental health and self-care, and faculty mentoring and leadership. There are five ways in which faculty professional development can be executed with statewide support:

- Statewide conference on the aforementioned relevant themes offered each semester - There can be a different host institution for each conference. A good example of this is the Association of Faculties for Advancement of Community College Teaching (AFACCT) that organizes conferences, and each community college would host per year or per semester.

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<sup>1</sup> Recommendations for “innovative credentialing,” “pathways between 2-and 4-year institutions,” and “pathway from high school to college” will be discussed and voted on at the next Council meeting in September, 2021.

- Institutional membership to national, state, and/or regional conferences - A good example of this is the Maryland Distance Learning Association (MDLA) in which institutional members pay an annual fee to be a part of this network. Membership includes benefits such as conference attendance fees, resources, tools, etc. for use at each institution.
- Funding from a philanthropy to help deliver appropriate professional development - A good example of this is the most recent Hewlett Foundation's grant to California community colleges for faculty professional development on anti-racism OER work: <https://www.oeglobal.org/2020/11/04/open-education-globals-cccoer-awarded-grant-to-support-anti-racism-with-oer/>
- Maryland OneBook - There can continue to be an interactive virtual exchange of relevant book clubs or ideas across institutions. Currently, this is happening more locally, but a broader community of exchange may be more fruitful.
- A community page or online repository of materials, ideas, and other relevant posts - Each institution would do this individually. This will require a dedicated person to monitor the site. A good example is the American Council on Education (ACE)'s Engage site: <https://www.acenet.edu/Pages/Engage/home.aspx>

### **Social Justice and Systemic Racism Recommendations**

- Create a statewide archive of resources relevant to social justice in higher education with the intended purpose of sharing strategies, best practices, and innovations that may increase institutional and social change.
- Develop a statewide databank that provides an analysis of equity in hiring minority faculty toward sharing more effective practices that broaden the application pool, particularly in underrepresented areas such as STEM Fields.
- Create a statewide plan to encourage colleges and universities to collect and analyze data, based on gender and race in relation to student admission criteria, recruitment, retention, persistence, and success. Report out on results of equity-focused efforts.
- Encourage each college and university to develop an anti-racist, social justice and inclusion site for faculty and staff which houses an online repository of materials, ideas, and other relevant resources. Each institution would do this individually. This will require a dedicated person to monitor the site. A good example is the Columbia University's site: <https://ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/>

### **Open Educational Resources (OER) Recommendations**

- Consolidate Communities of Practice and other workgroups from Maryland higher education institutions to identify benefits, challenges, and solutions related to OER discovery, adoption, and evaluation. Focus this work around OER usage, in general, as well as outcomes related to student success, student satisfaction (especially with regard to culturally responsive curriculum development), and pedagogy.

- Work with Community College Consortium for Open Educational Resources (CCCOER)<sup>2</sup> and the Maryland Open Source Textbook (M.O.S.T.) Commons<sup>3</sup> to:
  - Increase access to open-source textbooks, articles, videos, homework assignments, software, and other materials.
  - Develop and deploy workshops to teach about OER discovery with a focus on cultural responsiveness, curricular standards, and pedagogy.
  - Develop an OER data warehouse that comprises information about OER usage at all higher education institutions in Maryland. This warehouse could include data from Kirwan Center, CCCOER, and M.O.S.T.

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<sup>2</sup> <https://www.cccoer.org/#>

<sup>3</sup> <https://most.oercommons.org/>