

For Our Maryland Partners from MarylandOnline 2022 Report to Our Presidents

A MarylandOnline update for the period January 1 through December 31, 2022



MarylandOnline Roles

Expertise

Under expertise, MOL's goal is to help MOL's member institutions excel in the practice of online education. The consortium incubates new products and services that leverage collaboration among members; promotes and delivers professional development for online faculty and administrators; and, through its online-focused leadership institute, prepares leaders in the field.

Networking

Under networking, MOL's primary goal is to facilitate networking among stakeholders. The consortium addresses common challenges in online education by fostering the sharing of information, ideas, and resources among member institutions. Through direct services or access to information, members also benefit from MOL's collaborations with other online education organizations in Maryland and beyond.

Advocacy

Under advocacy, MOL's goal is to champion excellence in online education through engagement with initiatives that support students and teachers. Some areas of focus—such as diversity, equity, and inclusion; academic integrity; and the quality and affordability of instructional materials—carry over from year to year. Others are emergent issues that come to the consortium's attention. On behalf of its members, MOL uses its influence publicly at the state and national levels to promote online education.

Executive Director's Greeting

Welcome to another edition of MarylandOnline's Report to Our Presidents. The 2022 review represents the sixth year of this publication. The report includes accomplishments of our individual member institutions as well as progress MarylandOnline has made as a consortium.

MarylandOnline members are proud to be institutional leaders in distance education for the state, helping to identify and implement best practices for online teaching and learning. The MarylandOnline staff recognize that our consortium is built on the efforts of our Board representatives and others at our member institutions, and we are always grateful for their involvement and support.

Thank you for reading!

Wendy Gilbert
Executive Director, MarylandOnline





2022: MarylandOnline Leads the Way

This year we transitioned to a post-pandemic landscape, and [MarylandOnline](#)

was called on to “meet the moment.” Online higher education was bigger than before, and it was here to stay. Digital forms of educational delivery are now being used not only by the 19 MOL member institutions but also, to varying extents, by nearly every college and university in Maryland. Institutions with established online education offerings and those new to the online medium could benefit from stewardship and support from the MOL consortium.

Quality Assurance Front and Center

It became clear to our community that assuring quality in digital learning had emerged as a global preoccupation. While new-to-online institutions sought ways to ensure that online/remote courses would be equivalent in quality to those previously delivered face-to-face, veteran institutional deliverers of online programs sought to showcase the strengths of their programs in a now more competitive environment. Perhaps the leading external validator of online course quality in the U.S. and internationally is [Quality Matters \(QM\)](#), of which MOL is a proud former parent. As an indicator of higher education’s concern with online quality assurance, QM saw a roughly 49% increase in QM member institutions in 2022 over 2021.

MarylandOnline also did its part to fulfill its tagline, “Advancing Excellence in eLearning.” MOL met the moment not only through its current programs and services but also by launching new initiatives that support Maryland institutions and reflect higher education priorities at the national level.

New from MOL

A 2022 initiative was to lay the groundwork for [expanding MOL course sharing](#) to include noncredit courses and programs, a move that aligns with the increasing momentum toward reframing credentialing at the college level. Another project was [designing a platform and process for connecting MOL member schools with available adjunct faculty](#), meeting a need expressed by several institutions. A third 2022 MOL initiative was [spearheading the formation of a statewide council](#) of chief officers of online higher education to address the new urgency for quality, accountability, and student success in online education.

Read about the accomplishments of MarylandOnline institutions as well as our progress as a consortium in 2022.

The 2022 Webinar and Event Series

The year 2022 marked a comeback for face-to-face meetings and events. Through its Leadership Institute (MOLLI), MOL hosted two well-attended, in-person events, one in the summer in Annapolis and the other in the fall at Howard Community College. The events are described in the MOLLI section of the report.

MOL’s Professional Development Webinar Series continued to offer online, no-cost options for professional development. We hosted 13 webinars in 2022 in our three tracks—Academic Interest, How To, and Leadership—and added a DEIB track featuring two webinars:

- Diversity, Equity, Inclusion, and Belonging (DEIB): The ABCs of LGBTQ+ Allyship
- Inclusive Online Teaching | How to Identify and Prevent Bias in Online Learning Environments

In addition to our regular webinar series, planning is underway for an online Professional Development Day to be co-hosted by Montgomery College. The day will include webinars, information sessions, and a keynote panel or speaker. The Professional Development Day is slated for summer of 2023.

Accessibility was again a topic of interest for MOL institutions, especially with the increased number of remote courses. As requested by our Board representatives, MOL developed easy-to-use training materials for use by faculty and staff. We engaged Deb Dorsey from Harford Community College to create a series of introductory videos focusing on Web Content Accessibility Guidelines (WCAG). The videos will be followed by interactive webinars and possibly face-to-face workshops.

Descriptions of each event in MOL’s 2022 fall and spring/summer Webinar Series are included at the end of the report.



**professional
development**
[marylandonline.org](#)

MOL Course Sharing: New Partnerships For a New Era



2022 was the first full year of using the new credit MOL Seat Bank platform, with more than 250 credits shared across multiple MOL institutions. The increase in shared credits is largely the result of collaborations with faculty and staff in Teacher Education programs.

Five years ago, MOL realigned the goals of the Seat Bank, with the intent of emphasizing specific programs, beginning with Teacher Education. Statewide, students enrolled in Teacher Education programs frequently found courses canceled due to low enrollments. MOL provided the Seat Bank to facilitate “seat sharing” and boosting enrollments in these courses, while allowing Teacher Education students to complete the courses they needed. Currently MOL is collaborating with representatives in World Language programs to replicate the success of seat sharing in the Teacher Education programs.

CPEX – A New Course Sharing Platform

With increased demand for alternative credentialing pathways, MOL began work on tools to support course and program sharing in the noncredit departments of our member institutions. As a result, the MOL Continuing and Professional Education Exchange (CPEX) was a major new initiative launched this year.

MOL has long sought ways to support noncredit course sharing, but the inflexibility of the legacy platform and other difficulties forced the project to be sidelined. In 2022 work began to adapt the Seat Bank’s new credit platform for noncredit use. With the assistance of the Maryland Community College Association for Continuing Education and Training (MCCACET), and with special thanks to Dr. Kelly Koerner and Shanna Kibler from Carroll Community College, CPEX is now in beta form and is being tested with a shared-program collaboration between Carroll Community College and Garrett College. Once the pilot is complete, other MOL colleges will be invited to join the collaboration.

The MOL Leadership Institute (MOLLI) Branches Out in 2022



MOLLI entered its sixth year in 2022 as an increasingly prominent and visible activity of MOL. Led by Director Doug Gray, the Institute began in 2017 as an elite, four-day residential program. From the beginning MOL envisioned that more components would be added to MOLLI in the form of online and in-person events. In 2018 MOLLI began hosting webinars on leadership topics, now offering two each year, and in 2022 special events were added.

Webinars on Leadership

The 2022 spring webinar, “Reboot: Post-Pandemic Leadership Strategies,” organized and led by MOLLI Curriculum Director Larry Ragan, featured presenters from Mercer University, Montgomery College, and the University of the District of Columbia sharing lessons learned in adapting to the demands of a changed workplace. The fall MOLLI webinar, “Debunking the Myths of Professionalism Today,” took a close-up, interactive look at how the concept of professionalism was being reframed to respond to today’s expectations for authenticity in leadership. Moderator Ragan led panelists from Chesapeake College, Howard Community College, and Penn State in a candid conversation about professionalism in the online environment.



In-person Events

MOLLI held two in-person events in 2022 in place of a summer Residential Program, which was not scheduled since Covid had delayed the previous year's until October. In June at Historic Inns of Annapolis MOLLI hosted "Together Again: Continuing Your Leadership Journey," a first-ever, one-day conference for Residential Program alumni from the four cohorts, 2017 – 2021. The MOLLI team organizing and facilitating the event included Directors Gray and Ragan, Recruitment Coordinator Sarah Felber, and Facilitators Shinta Hernandez, Richard Smith, and Dionne Thorne, with Dr. Hernandez emceeing. For the 48 participants, the convivial event provided an opportunity to network and reflect on their leadership growth. A highlight of the day was an engaging keynote by Dr. James Ball, President of Carroll Community College and a former longtime Chair of the MOL Board of Directors.



A second successful MOLLI one-day conference, held in October at Howard Community College, was "Defining Diversity: How To Build an Inclusive Environment in Higher Education for Faculty, Staff, and Administration." With 57 attending from institutions throughout the state, the event was keynoted by Dr. Tamara King of the University of Pennsylvania and featured a panel discussion by Drs. Katrina Caldwell of Johns Hopkins University, Michael Mills of Montgomery College, and Blair Hayes of UMGC. Roundtable discussions were a highlight of the event. Participants were invited to hold small-group conversations on topics including hiring for diversity, maintaining a supportive environment, communicating with openness, and handling difficult issues.

Team Projects

A not-to-be-overlooked component of MOLLI is the ongoing work of project teams launched in the Residential Program. During the week in residence,

each member of the cohort joins three or four fellow participants to form an Annual Project Team (APT), whose work on a specific topic or problem begins in residence and continues for the year that follows, or in some cases longer. During 2022 the MOLLI community and MOL supported the four outstanding team projects from the October 2021 Residential Program, all of which are completed or in-process:

- **H5P Collaborative Network:** The project focused on a Maryland-based network that uses H5P, an open-source content collaboration framework. The team's goal was to design, test, and document six case studies to be featured on a new hub of a statewide open educational resources repository, the M.O.S.T. Commons, maintained by the University System of Maryland's Maryland Open Source Textbook (M.O.S.T.) initiative.
- **MOLLI Standard 8+:** The project's purpose was to design specific supports for the implementation of the standard on accessibility and usability in Quality Matters' rubric of online quality standards. The practical guidance to be provided to users is summarized in the project's three goals: (1) Use data gathered through peer review observations and team experiences with faculty to identify resources and content. (2) Assess the inclusion of DEIB within the standard 8 criteria. (3) Create one accessible digital resource checklist for faculty with links to supporting documentation. Both MOL and QM support the excellent work of the team.
- **Newsletter and Social Media:** The premise of the project was that a newsletter and social media presence will help to promote MOL and its mission, thereby benefiting member institutions, with a focus on the past, present, and future MOLLI community. The project's deliverables included a newsletter template, editorial calendar, and social media presence. The work of this team intersects with initiatives underway to further develop the MOLLI website to be an information and networking source for MOL and MOLLI.



- Self-directed Evaluation Post Covid: The team sought to support student success by helping to clarify and differentiate the various instructional modalities that proliferated during the pandemic. The goals of the project were to develop common definitions of various class modalities (such as remote, online, hybrid, hyflex, etc.); design a self-guided “placement” survey students can use to determine which modality may be best for them; and implement the survey with advising support to intervene when students try to register for modalities that are not a good match. The project engaged representatives of the MOL Board to help with contacts at their institutions.

DOLLI Gains Momentum in 2022



MOL's Database of Online Learning Information (DOLLI), with the participation of all 19 MOL member schools, was built over four years to respond to an ever-increasing need for members to share information about policies and practices in online learning. The database, a massive undertaking involving refinements and beta testing, was completed last year and offers a wealth of data, component-by-component, in a comparative framework. The searchable, “living” database includes 240 separate questions comprising 17 topics, such as faculty training, student preparedness, support services, course management, and many others. For example, if a program administrator at the College of Southern Maryland wishes to find out what practices other MOL colleges are following regarding advance posting of online course syllabi, the administrator can search DOLLI for that information.

In 2022 DOLLI Director Diana Zilberman worked with MOL institutions on the ongoing refreshing of information in the database, needed to ensure its currency and usefulness, and participated in virtual campus tours to help raise awareness campus-wide and popularize the tool. Seven MOL institutions hosted information sessions by Dr. Zilberman; another three conducted their own sessions arranged by the Board representative; and additional MOL schools are scheduled to hold sessions in 2023. DOLLI remains a proprietary database, accessible only by designated users at MOL institutions.



A highlight of 2022 was a presentation on DOLLI at the Quality Matters annual conference, QM Connect, in Tucson in November, given by Director Zilberman and Dr. Karen Rege, Dean of Online Learning and Media Services at Community College of Philadelphia, formerly Harford Community College's MOL Board representative and a DOLLI co-creator. The session, “240 Things To Learn About Quality: Secrets of a Collaborative Database,” was well received, and the interest shown by session attendees held promise for an eventual expansion of DOLLI to clients outside MOL.

In 2023 the DOLLI team will undertake a review of the 17 topics and 240 questions that make up the database to ensure all reflect current institutional policies and practices and add and delete as needed to produce DOLLI 2.0.

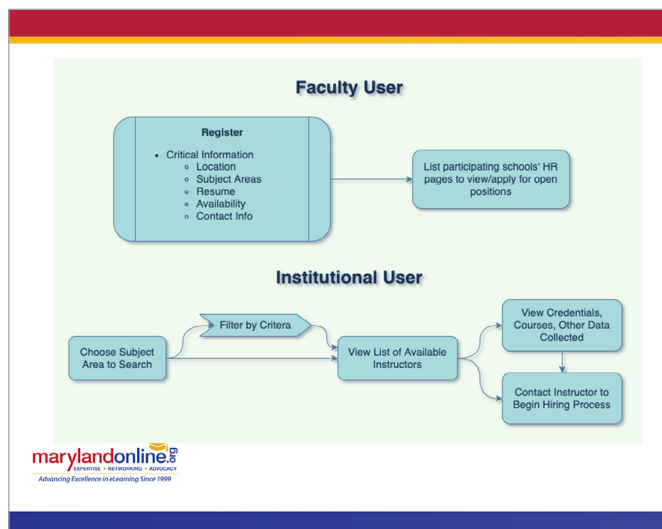
MOL-X: A New Service from MarylandOnline

One of the consortium's new projects in 2022 entailed beginning the construction of a platform and process to connect MOL member institutions seeking online adjunct faculty in specific disciplines with professionals seeking adjunct teaching appointments. Credit for proposing the exchange goes to Michael Mills, MOL's Board Chair.

The MarylandOnline Exchange (MOL-X) fills a need expressed by both MOL's member schools and by adjuncts. To better understand the requirements of both, a steering group led by MOL Vice President and Secretary Colleen Flewelling held listening sessions during the year with key stakeholder groups, including the Maryland Community College Consortium of Chief Academic Officers, the Maryland Community College Association for Continuing Education and Training, and the Maryland Consortium for Adjunct Faculty Development. The sessions yielded valuable information being applied in the building of the exchange platform.

The MOL-X approach is straightforward, essentially an electronic bulletin board. By means of posting their information on the MOL-X platform, professionals seeking online adjunct teaching will register with the exchange and provide the necessary credentials and qualifications to teach a course. They will have access to links posted by participating institutions to the human resources or other units in charge of hiring. The exchange will enable prospective adjunct faculty to apply for positions at more than one institution.

In turn, participating institutions seeking adjunct faculty can search by subject area and view a list of available instructors.



The exchange is expected to be ready to pilot in June of 2023 and fully operational by the end of the year. In the future, the services of the exchange may be extended to interested institutions outside MOL for a fee.

MOL Forms a Statewide Council for Online Learning

Another new MOL project in 2022 entailed forming a statewide council that reaches beyond MOL. Events of the past two years have elevated both awareness and use of distance forms of educational delivery in every state, including Maryland. The formats now in use include remote teaching and learning as well as asynchronous online, hybrid, and others. The MOL Board recognized that Maryland would benefit from having a statewide affinity group to address a need for regular communication and unified, concerted action on the part of those responsible for distance education at colleges and universities in the state. Such a group would help ensure the informed and coordinated leadership required to guide and support a growing statewide community of practice.

MOL was a natural organization to convene the group and to provide ongoing administrative support as needed. In September MOL Board Chair Michael Mills emailed the chief academic officers of all colleges and universities in the state inviting each to appoint their institution's most senior officer in charge of distance education to the group being formed, the Chief Officers of Online Learning Council. The invitation emphasized that the work of the Council would center on the teaching and learning, rather than IT, components of online education.

Twenty-three institutions responded, and most of the representatives named were able to attend the inaugural meeting of the Council in November. Chaired by Dr. Mills, the meeting led off with a roundtable in which each participant was asked to respond to this question: *To what extent has the pandemic impacted your institution's use of online education, and do you expect any changes to that direction?* Responses generated a lively discussion, with several participants having implementation challenges in common.

The agenda also included a discussion of the scope and objectives of the Council, a review of enrollment trends and pressures affecting online education, and a consideration of the Council's organizational structure. Dr. Marisel Torres-Crespo, Associate Professor of Education and Coordinator of Online Instruction at Hood College, was chosen to be Chair of the Council. The Vice Chair is Stephen Kabrhel, Dean, Online Learning at The Community College of Baltimore County and MOL Board representative for CCBC. The next meeting of the Council is planned for early 2023. Dr. Torres-Crespo may be contacted at torrescrespo@hood.edu for more information about joining the Council.





2022 MOL Board of Directors Activities

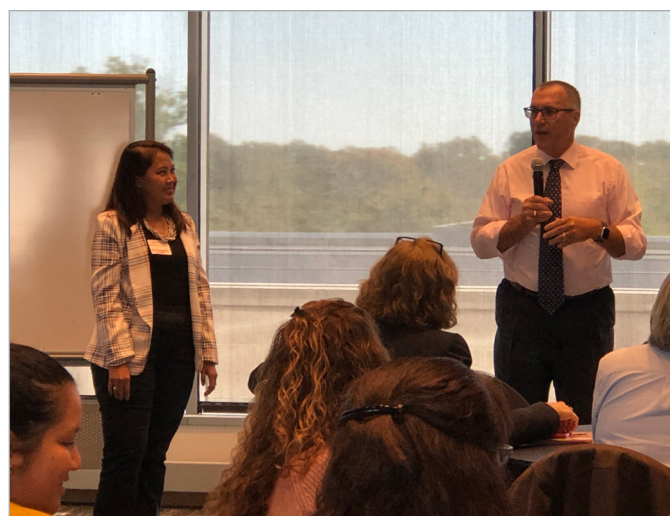
MOL continued to rely on the volunteer leadership and contributions of its Board through service on committees and help with special initiatives. Much of the work of the Board is accomplished through its two standing committees, Executive and Finance, Audit, and Budget, and its ad hoc committees. Mentioned earlier is an ad hoc committee formed in 2022 to steer MOL-X. In the fall Carla Zeigler, Garrett College Board representative, was welcomed as chair of the ad hoc Professional Development Committee.

One of the most robust ongoing networking activities of the MOL Board has been the pop-up Coffee Chats. Hosted via Zoom by MOL, a Coffee Chat can be scheduled at any time a need arises; it is intended to be an informal conversation focused on a cutting-edge topic in distance education. Topics covered in 2022 include:

- Online degree requirements (sparked by new MHEC guidelines)
- Online proctoring tools in online math courses, a joint Coffee Chat with the representatives of the statewide affinity groups for math and testing
- The Cleveland State University remote proctoring lawsuit and its potential impact on MOL colleges
- Badging, with special guest Christine K. Crefton (Montgomery College)
- A Deep Dive into QM, with special guest Deb Adair, QM Executive Director

Two of the Coffee Chats led to further action spearheaded by Board representatives:

- **Math Test Proctoring:** Board representatives Chandra Gigliotti (Chesapeake College) and Stephen Kabrhel (The Community College of Baltimore County) led multiple meetings with math affinity group members to discuss the particular challenges of using proctoring tools in online math classes. The joint group created a list of guidelines made available to all MOL member institutions.
- **Cleveland State University Lawsuit:** A subset of Board representatives, including Michael Mills (Montgomery College), Stephen Kabrhel (Community College of Baltimore County), Colleen Flewelling (Cecil College), Chandra Gigliotti (Chesapeake College), Nadine Edwards (Prince George's Community College), Kimi Lichty (Wor-Wic Community College) and Nicole Baird (Frederick Community College), worked on a public statement on behalf of MarylandOnline regarding privacy guidelines for online proctoring. The [MarylandOnline Statement of Best Practices for Remote Proctoring of Exams](#) can be found on the [MOL website](#).



News from MOL Member Institutions

MOL Board representatives report on significant developments related to online teaching and learning at their institutions during 2022, as well as individual achievements.

Allegany College of Maryland

Juli Whetstone, MOL Board Representative



- The instructional design team continues to conduct internal Quality Matters course reviews to maintain quality assurance of eCourses. In 2022, 25 reviews were conducted, and of those, 23 courses were issued certificates for now meeting all standards.



- A course template was created to make it easier for faculty to meet QM standards and establish more consistency in course design. If faculty use the template, over 50% of the QM standards are met. It is recommended that faculty use the complete course template, but currently only two modules are required: Course Information and Technical Support. Use of the Course Information module meets eight standards, and use of the Technical Support module meets one standard.
- While in-person classes have resumed, eCourse options continued to be popular in 2022, with 473 online courses, 105 blended courses, and 37 flex courses. Of those courses, there were four new online courses and four new flex courses developed.
- The Ed Tech services team installed six new flex classrooms with streaming capabilities. There are plans to install five to eight more flex rooms in 2023.
- The online LPN-to-RN program has grown to now be available in nine states: Maryland, Pennsylvania, Delaware, West Virginia, Virginia, North Carolina, South Carolina, Florida, and Texas.

Anne Arundel Community College

Colleen Eisenbeiser, MOL Board Representative



Anne Arundel Community College's IDEA Lab is heavily involved in two key initiatives included in the Information and Instructional Technology (IIT) Division's Strategic Roadmap: Digital Accessibility and Innovative Learning Environments.

■ Digital Accessibility

- The AACC Digital Accessibility Guidelines-Instructional Design was developed with information and resources for the college community about best practices in digital accessibility.
- A dedicated team was formed to report and track VPATs for all college software purchases
- The instructional design team piloted UDOIT with the Education department faculty.
- Summer Institute 2022 focused on accessibility and using data to inform decisions; 17 sessions were included, with 150 unique attendees.
- A part-time Digital Accessibility Coordinator has been added to support collaboration with faculty regarding accessibility by assuring that pages, documents, and presentations within the college's learning management system meet accessibility requirements per Web Content Accessibility Guidelines (WCAG) 2.1.
- IDEA Lab staff regularly work with Disability Support Services to provide accommodations for students who are deaf by supporting Communication Access Realtime Translation (CART) and exploring assistive listening solutions.



■ Innovative Learning Environments

- The audio-visual team installed equipment in a variety of meeting rooms and nearly a dozen classrooms to allow for meetings and classes to meet in flexible modalities.
- The video studio situated in the Cade Fine Arts building was completed, allowing faculty, staff, and students to partner with the multi-media production crew to storyboard, record, and edit video to meet professional standards.
- Construction planning to renovate the 4th floor of the Florestano building was completed; this space will be the Learning Innovation Center, which will house the IDEA Lab by fall 2023.

Baltimore City Community College

Brian Terrill, MOL Board Representative



- 2022 saw Baltimore City Community College (BCCC) begin transitioning back to in-person courses while continuing both synchronous and asynchronous course options.
- In the latter part of 2022, BCCC began bringing component modules of the new ERP system into production. By December 2022, all significant modules were operational, and troubleshooting of anomalies continued.
- E-Learning continues to provide faculty training in teaching online and leveraging the College's LMS, Canvas. Over 50 sessions were held in 2022, most open sessions but some specialty sessions upon request of some departments.
- As in the prior year, the E-Learning department held separate orientation sessions for new adjuncts and students in the spring, summer, and fall semesters of 2022.



- The Instructional Technology Committee of BCCC continues its “Lunch and Learn” program that includes several segments related to online course delivery and technology for teaching.
- The Bard Library, returning to in-person operation in 2022, also continued its virtual work by providing live chat support and virtual library guides to assist students in finding materials for their courses.
- Due to the success and demand, BCCC continued its laptop loaner program in 2022. Students, not just enrolled in online courses, were eligible to request and receive a laptop for use with their coursework.
- The end of 2022 saw the College begin the search for new assessment software that more fully integrates with Canvas. In 2023, training will continue to assist faculty in creating the outcome measures in Canvas to incorporate into a future tool.
- In 2022, the E-Learning department secured a license for Adobe Creative Suite to allow the professional development of video and animated content to increase learner engagement.

Carroll Community College

Michelle Kloss, MOL Board Representative



- Carroll's Director of Digital Learning and Media, Andrea Gravelle, and Instructional Designer, Suzi Mazzenga, were interviewed by the Online Learning Consortium about ways to support part-time online faculty. Gravelle and Mazzenga also created videos for OLC about specific topics related to adjunct faculty support that align with OLC's *Online Adjunct Faculty Playbook*.
- Carroll's Classical Mythology course, designed by Communication Arts faculty and MOLLI alum Isabel DeFeo, has been selected by Quality Matters for use in QM Professional Development.
- Digital Learning staff continued to offer Easy Button Workshops, micro-learning sessions on discrete topics in online pedagogy and design, throughout the year.
- Two Carroll courses received QM certification.
- Thirteen online courses were made fully accessible.
- 600 students, faculty, and staff used Carroll's Virtual Reality lab for academic, co-curricular, and professional development experiences.



Cecil College

Colleen Flewelling, MOL Board Representative



- In the fall 2022 semester, Cecil College created Catalyst: The Center for Teaching and Learning, led by Associate Dean for Teaching, Learning, and Technology Dr. Dana Gullo. Catalyst's mission is to promote faculty excellence by offering a wide range of services to support faculty and course development at Cecil College. Catalyst services include pedagogical resources, technology-enhanced learning (including LMS support), and more.
- In 2022, a new Instructional Technologist, Julie Paulus, joined the Catalyst team to focus on LMS training and support, assisting faculty with integrating educational technologies in online, HyFlex, blended, and face-to-face instruction.



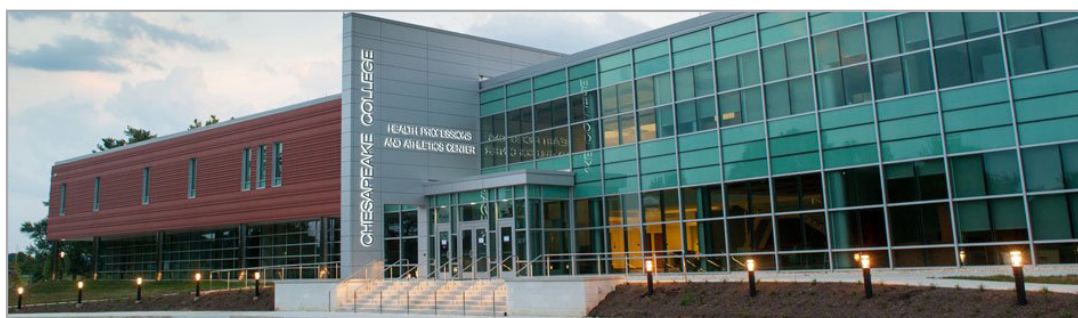
- Catalyst offered over 20 workshops/webinars in 2022 focusing on online pedagogy, educational technology tools, Diversity, Equity, and Inclusion in the classroom, and accessible digital document best practices to over 250 faculty members.
- Partnering with a Pest Management professional, a new fully online interactive Pest Management course was designed and developed utilizing Articulate Rise360 software and Cecil College's learning management system, Blackboard Ultra.
- During 2022, the Instructional Design and Technology (IDT) team developed a Student Technology Resources Organization resource in Blackboard Ultra. The resource provides Cecil College students with tutorials and resources to assist them in learning the software used in most of their classes, such as Microsoft Office 365, Echo360, Blackboard, and G-Suite, to name a few
- In 2022, IDT focused on increasing the accessibility of all digital documents in Blackboard courses through faculty workshops and informational sessions. Through the due diligence of the Cecil faculty, a 5% increase in the Blackboard Ally file accessibility score was achieved.

Chesapeake College

Chandra Gigliotti, MOL Board Representative



- Through funding from HEERF and a USDA grant, Chesapeake improved and expanded distance learning / video conferencing capacity.
 - Equipment dedicated to offering courses in a HyFlex modality was added in five classrooms at the Wye Mills and Cambridge locations.
 - Equipment was installed in locations in each of the five counties served by the College for the purpose of distributing various educational programs.
 - The programs included opioid and drug abuse training and counseling as per the USDA grant requirements.
- The College continued course quality reviews using the e-Blueprint rubric, developed in-house, based on Quality Matters, OSCQR from SUNY, and California course design tools.
 - Faculty received stipends to review and redesign courses.
 - Innovation grants were offered to faculty to elevate their courses to provide exemplary practices as provided through the e-Blueprint rubric.



- The College continued accessibility compliance review of courses with the implementation of the UDolt tool.
- Chesapeake hired a new Instructional Designer / Instructional Technologist to work directly with faculty on course design and video production and editing projects.
- The College redesigned and updated existing video production facilities.
- Online student enrollment remained at fifty percent of enrolled credits.
- Forty percent of credit course offerings were fully online.
- A shift in the modality occurred from face-to-face to online tutoring selected by students.
- The College sponsored a faculty professional development reading of Flower Darby and James Lang's book *Small Teaching Online*. Flower Darby attended a fall kickoff session to introduce the books and discuss the major themes.
- The Committee for Teaching and Learning worked toward redesigning the format for offering faculty professional development.
- A cohort of faculty investigated the potential of virtual reality for instructional purposes.

College of Southern Maryland

Stephanie Vehrs, MOL Board Representative



- CSM integrated Ellucian ILP into the LMS during the Summer 2022 semester. ILP (Integrated Learning Platform) allows the LMS to receive information every 15 minutes instead of once a day like its predecessor, IPSIS. ILP grants students and faculty access to their courses within 15 minutes of registration. In addition, courses that are cross-listed now can share one course shell instead of having multiple course shells that an instructor must check.
- A new training course for the LMS was developed using Articulate 360 to make the content accessible, consistent, and engaging. The training is now organized into three levels. Level 1 covers the basics of the LMS, which is required for all faculty to complete. Level 2 consists of lessons that delve deeper into topic areas like accessibility, using HTML templates, managing cognitive load, and much more. Level 3 consists of bite-size topics that can be completed within an hour, including refresher topics that were covered during the Level 1 training.
- An Achieving the Dream initiative now requires that gateway courses have students complete the online orientation for the LMS. As a result, updates were made to the course using Articulate 360. There has been an increase in student completion of the orientation, with numbers doubled from previous semesters.
- An institutional template was developed with collaboration between faculty and instructional designers. The template would require all courses to have the same flow, making navigation for students easier from course to course. Plans to roll out the template are in early stages, as faculty beta test the template and will provide feedback to the instructional designers who will then adjust the template accordingly.
- Dr. Maureen Murphy announced her retirement as the president of the College of Southern Maryland, with her last day set as December 31st, 2022. An extensive search and hiring process was conducted to hire a new president. On November 3rd, the board unanimously voted to appoint Dr. Yolanda Wilson as president, making her the first African American president to lead the college in its 64-year history, with her first day to be January 1st, 2023.



Community College of Baltimore County (CCBC)

Stephen Kabrhel, MOL Board Representative



- The College saw a 6% increase in online enrollments, a 2.4% increase in online FTE, and a 10% increase in online headcount.
- The Department of Online Learning was moved to new offices at the Essex campus. The suite includes single offices, a conference room, faculty collaboration space, and a media production office and studio.
- Dual admissions agreements were signed with American Public University, Coppin State University, Southern New Hampshire University, Towson University, University of Baltimore, University of Maryland Baltimore County, and University of Maryland Global Campus.
- Stephen Kabrhel was promoted from Assistant Dean, Online Learning to Dean, Online Learning.
- The College signed a partnership agreement with Acadeum, a national online course-sharing facilitator.
- Courses were completed to put American Sign Language and Deaf studies as well as Interpreter Preparation programs online.



- The College has seen significant staffing occur, not just in the Department of Online Learning, but also in the College as a whole. The Department of Online Learning was relocated to a new set of offices on the Essex campus, to a suite that includes staff offices as well as a conference room, collaboration space, and a media development area. The department was restructured, adding seven new positions to the mix, including a Director, Learning Systems and Student Success, Coordinator, Online Student Experience, Coordinator, Online Student Retention and Success, Learning Management System Administrator, Learning Technologist, and two Instructional Designers. To date, only an Instructional Designer has been hired.
- Newly hired positions at the College also included Assistant Vice Presidents of Academic Affairs, Student Affairs, and Business Services; Deans of Student Development, Student Life, and Enrollment Management; and Assistant Deans of Curriculum and Assessment and Student Achievement and Success (a new position).
- The online student intake process was revised to be a high-touch, customer-service-driven process, including registration by advising.

Frederick Community College

Renee Davis, MOL Board Representative



- The Curriculum committee started to work with the Online Learning & Instructional Innovation (OLII) team and the various departments to update the syllabus template used by all courses. The new template will reflect the desire to make the syllabus more inclusive and welcoming. OLII is partnering with academics due to the fact that some of the content will be moved from the syllabus and into Blackboard. The goal is that all courses will utilize Blackboard as a way to enhance communication with students.
- Online Learning & Instructional Innovation (OLII) began working to deliver an updated “Course Checklist” to all departments and faculty to begin using as they prepare their courses. This checklist will help faculty to identify important elements and pedagogy in their online, hybrid, structured remote, and face-to-face courses and provide a “first step” in quality control for all online elements. This checklist will also recommend and encourage faculty to utilize QM resources to improve their courses and to help them prepare their course for a QM review.
- Online Learning & Instructional Innovation training currently is primarily delivered virtually, with some F2F sessions.
- The College offered the following training courses for the first time in 2022:
 - Using Rubrics in Blackboard
 - Using Groups in Blackboard
- 24 new faculty members completed the fully online and self-paced Blackboard for Faculty training.
- Other training sessions:
 - 13 faculty attended Blackboard Time Savers
 - 13 faculty attended Creating a Video Introduction
 - 12 faculty attended Blackboard Grade Center
 - 12 faculty attended Using the Calendar tool in Blackboard
 - 4 faculty attended the Course Copy Clinic
- FCC’s OLLI team adopted the Quickly Tools software to allow more bulk course actions for faculty, saving them time in maintaining their courses and content.



- The New Faculty Orientation was moved to a hybrid format.
- Online Learning & Instructional Innovation developed the first self-paced, “facilitated” courses ever offered by FCC for Continuing Education for the Medical Terminology for Billing & Coding and Anatomy & Physiology for Medical Coding courses.

- The College's use of OER's, low- or no-cost texts in 2022 were these percentages:
 - Winter-27%
 - Spring-39%
 - Summer-53%
 - Fall-78%
- Winter and summer semester 2022 classes were 88-100% online.
- Percents of course formats in the spring of 2022 were the following:
 - Hybrid-6%
 - Asynchronous-22%
 - Tri-Modal (hi-Flex)-11%
- Online enrollment (including just asynchronous and tri-modal) in the spring 2022 semester was at 23%.
- In the fall of 2022 the format percentages were:
 - Hybrid-11%
 - Asynchronous-20%
 - Tri-Modal (Hi Flex)-8%
- Online enrollment (including just asynchronous and tri-modal) in the fall 2022 semester was at 23%.
- The College also offered 6-8% of its 2022 classes to the dual-enrolled students at the local high schools. Many of them were completely online courses.
- Garrett completed the SaaS migration in Blackboard in June 2022, adding Ultra's Base Navigation. Faculty were trained on the new platform and have enjoyed the new look and feel.
- The College continued to use the Bb Ally accessibility tool and Respondus Lockdown Browser and Monitoring proctoring tools in 2022, but will be discontinuing the use of the Monitor and possibly the Lockdown Browser with the encouragement of face-to-face classes.



Hagerstown Community College

Vidda Beache, MOL Board Representative



- HCC has joined the National Institute for Staff and Organizational Development (NISOD), the country's leading provider of professional development for community college faculty, staff, and administrators. Benefits to all HCC faculty and staff members include:
 - High-quality webinars, free with member account
 - [Student Essay Contest](#) and [Student Graphic Design Contest](#)
 - Newsletters and a resource library
- After conducting an extensive trial of proctoring solutions, HCC switched to Respondus as its new, virtual proctoring software for online and hybrid courses in May 2022. The College previously adopted [Respondus 4.0](#) for converting exams into digital formats. The College will now be adding two additional components to assist with proctoring in online/blended learning courses ([Lockdown Browser](#) and [Respondus Monitor](#)).



- The Fletcher Faculty Development Center is now offering a new “Teaching in the Community College” training. This is a non-credit, faculty development course, designed for new and continuing instructors who want to build their skills in effective course design and teaching practice for traditional, online, or hybrid formats. After completing this faculty development workshop, participants will be able to:
 1. Build a student-centered course using learning objectives and a syllabus
 2. Organize the course to support all learners with accessibility and usability
 3. Design assessments that effectively and efficiently allow students to demonstrate mastery of learning objectives
 4. Implement strategies for instructor presence and communication that support learning throughout the semester
 5. Create and use instructional resources and learning activities to engage learners and improve learning retention

- Shayna Jansen-Byers, adjunct instructor of art, and Leia Thompson Wood, instructional designer and adjunct instructor of graphic design, presented their Virtual Gallery Template during a MarylandOnline event in November 2022. The template creates a virtual gallery in which students can display artwork, scientific posters, book displays, or other objects. They shared their process for using simple software tools to create a virtual gallery space that boosted student engagement.
- In Spring '22 the College created learning object repositories (LORs) for every academic program. The [LOR](#) is an online library for storing, managing, and sharing learning objects such as quiz questions, presentations, videos, etc. Over the past year the College has made improvements to the Learning Object Repository (LOR) structure in the D2L system. The College has created individual LORs at the departmental and division levels for sharing objects with colleagues.
- The following faculty members have completed the creation and approval process for Master Classroom template courses:
 - Olusegun “Victor” Adegboyega-Edun, assistant professor of web and animation technology: WEB-101, Web Design
 - Tom Crawford, professor of mathematics and business, Rich Campbell, assistant professor of developmental mathematics, and Joe Mason, professor of mathematics: MAT-109, Statistics
 - Tom Crawford, professor of mathematics and business: MAT-115, Quantitative Reasoning
 - Sonjurae Cross, assistant professor of developmental English: RDG-095, Reading Strategies for College Success
 - Carrie Hawbecker, assistant professor of developmental mathematics, and Rebecca Westmeyer, associate professor of mathematics: MAT-090, Foundations of Algebra
 - Joe Mason, professor of mathematics: MAT-107, Fundamental Concepts of Mathematics I, and MAT-108, Fundamental Concepts of Mathematics II
 - Sean Wynkoop, assistant professor of English and communication: COM-103, Public Speaking
 - Alyssa Little, assistant professor of dance: DNC-101, Dance Appreciation
 - Robin Witmer-Kline, instructor of psychology: PSY-216, Social Psychology
 - Rich Campbell, assistant professor of developmental mathematics: MAT-095, Foundations of Reasoning & Statistics
 - Liz Hadley, instructor of English language learning: ENG-101E, English Composition for English Language Learners.

The Distance Learning department at Hagerstown Community College coordinates the development of Master Classrooms to ensure quality and consistency in online and hybrid course design.



Harford Community College

Melissa Harris, MOL Board Representative



- The eLearning department, building on the success of Harford's Teaching Online Academy (TOA) and TOA: Next Level (TOA: NL), added several new advanced training options to TOA: NL, including modules that cover:
 - Flipped Classrooms
 - Hyflex Teaching & Learning
 - Immersive Learning
 - Introduction to 3D Printing
 - Microsoft Teams
- HCC's first Multimedia Enhanced Classroom (MEC) has been fully installed and is now available for teaching. The MEC can be used for a variety of purposes, including hyflex course delivery, advanced multimedia content display, and as a recording studio for faculty interested in developing high-quality electronic content. Several training sessions have been offered, both on the overall technology and how specific academic divisions might use the facilities to enhance teaching and learning.
- In support of the College's continuing focus on online course quality, 90 online courses completed the internal Quality Assurance (QA) review process in 2022. A portion of courses reviewed included those required for Quality Matters (QM) Program Certification, which HCC is currently undergoing for its online Business Administration degree. Two courses successfully completed the external Quality Matters review process, ENG 102, taught by Regina Johnson, and PSY 214 taught by Regina Roof-Ray.
- In addition to the QA review process, a Collaborative Course Design (CCD) initiative has been relaunched by the eLearning department in cooperation with Academic Affairs leadership, with a focus on best practices for quality online course design and effectiveness in teaching and learning. The aim of the CCD process is to provide faculty subject matter experts with a collaborative, supportive, interdisciplinary environment, and to provide access to any tools or outside expertise they require to achieve excellence. The final course designs will provide both faculty and students with an organized and uniform look to all sections of a particular course.



Howard Community College

Megan Myers, MOL Board Representative



- HCC created the Center for Learning Excellence, merging eLearning and Faculty Development, and cross-trained the learning designers to work in both face-to-face and online modalities within the same guidelines and standards.
- The Center for Learning Excellence funded over 50 faculty grants over the year to focus on online and hybrid development and redevelopment.



- GEER funding enabled a dedicated Instructional Designer to work with faculty and revise and build online and hybrid career certification courses in the Continuing Education and Workforce Development division to reflect best practices and promote student success.
- The Course Design Institute (CDI) enrolled over 120 faculty members in 2022. During the event, faculty participated in professional development sessions facilitated by HCC's expert learning designers, where they explored learning theory, practiced concepts in hands-on activities, participated in learning design challenges, and reflected on their learning and opportunities to refine their teaching practices and improve student learning. HCC's learning designers created an atmosphere of caring and reciprocal teaching where faculty felt comfortable discussing concepts, taking risks, and collaborating with their peers across all disciplines. The energy was high, and it was evident that there was passion for teaching and learning. Faculty were excited and eager to have a common framework and approach to course design regardless of modality.
- A Digital Life Cycle Series engaged faculty and staff in a year-long series dedicated to exploring continuous improvement processes for maintaining and sustaining the online course digital lifecycle. Each session examined theories, pedagogy, and practices as well as tools for managing online courses.
- HCC completed another year of a National Endowment for the Humanities grant that focuses on deepening and internationalizing humanities by infusing Collaborative Online International Learning (COIL) in general education courses. In collaboration with colleagues at partner institutions in Denmark, Ghana, Ecuador, Thailand, and Japan, HCC faculty members developed online project-based assignments through which HCC students and their peers on a partner campus collaboratively explore topics pertaining to globalization.
- In collaboration with the math department and Student Success, HCC opened a virtual test center and relocated it within the Test Center, providing another testing option for students.

- **Faculty Fellowship for Dual Enrollment**

The Offices of E-Learning, Innovation and Teaching Excellence, and Academic Initiatives designed the eFaculty Fellowship for Dual Enrollment to support full-time and part-time faculty interested in learning about transformational and relevant teaching practices that will promote the success of the high school Dual Enrollment populations.

The summer fellowship will include teachers from Montgomery County Public Schools. The program focuses on relevant topics, best practices, and engaging activities that will bring innovation and inclusion to the virtual classroom and the overall student experience. Fellows may be eligible for a badge upon successful completion of relevant competencies.

- **Founding Dean of the Virtual Campus**

Dr. Shinta Hernandez was named the dean of the MC Virtual Campus. She oversees the College's distance education offerings, working with other deans and designated distance learning chairs to help ensure that virtual course schedules are student-centered.

Dr. Hernandez, former department chair and faculty of sociology, is also responsible for increasing the College's use of Open Educational Resources. MC has saved students more than \$10 million in textbook costs since 2017.

- **Online Degrees and Certificates**

Montgomery College as of 2022 offers 20 fully online degrees and certificates. In addition, four online cybersecurity certificates and two health sciences programs (one degree and one certificate) have been approved by the Board of Trustees and are now awaiting final approval from the Maryland Higher Education Commission.



- **Redesigned Digital Fundamentals for Teaching and Learning**

A required course for all faculty, Digital Fundamentals for Teaching and Learning (DFTL) has been redesigned to help faculty create even better teacher presence when using Blackboard. DFTL teaches faculty the basics of Blackboard but also the use of video conferencing tools such as Zoom and Collaborate. DFTL also incorporates a discipline connection component in which faculty discuss with their discipline how best to teach their subject matter in the virtual environment. About 50 faculty completed the course in the Fall 2022 semester.



- **Microcredentials**

The Office of E-Learning, Innovation and Teaching Excellence created two micro-credentials for MC faculty: Quality Assurance (QA) and Open Educational Resources (OER).

The QA microcredential is a series of badges that affirm one's skills in holistic and inclusive virtual course design and delivery, review, and transformation. This microcredential is uniquely designed around the competencies of leadership and advocacy, equity and accessibility, communication and engagement, and technology and innovation.

The ER microcredential is a series of three badges that focus on and measure relevant competencies, such as the ability to find OER and evaluate for rigor and a demonstration of open pedagogy, including the creation of renewable assignments.

Through these professional development opportunities, students can continue to be the biggest beneficiaries of this demonstrated learning and knowledge from the faculty.

- In January 2022, Morgan State University launched the academic initiative branded *Morgan Completes You* (MCY) in the College of Interdisciplinary and Continuing Studies (CICS). The MCY initiative offered 18 new online interdisciplinary programs focused exclusively on adult learners with previously earned college course credits. The MCY online programs include Interdisciplinary Engineering, Information and Computational Sciences (B.S., M.S., Ph.D.), Interdisciplinary Sciences (B.S., M.S., Ph.D.), Interdisciplinary Health and Human Sciences (B.S., M.S., Ph.D.), Interdisciplinary Journalism and Mass Communication (M.S., Ph.D.), Interdisciplinary Educational Studies (B.S.), Interdisciplinary Organizational Administration (B.S.), Interdisciplinary Organizational Policy, Governance, and Administration (M.S., Ph.D.), Interdisciplinary Societal Equity (B.S.), Interdisciplinary Technology Services (B.S.), and Interdisciplinary Urbanism (B.S.).
- On May 27, 2022, Morgan State University President David K. Wilson announced the appointment of Nicole M. Westrick, Ph.D., as assistant vice president and dean of the College of Interdisciplinary and Continuing Studies (CICS), Morgan's newest academic unit, designed to meet the particular needs of nontraditional students, returning students, working adults, and adult learners. Dr. Westrick assumed her role as the inaugural dean of CICS on July 1, 2022. Dr. Westrick joined Morgan from Temple University, where she served as associate vice provost of University College. Her hiring follows a national search led by Hongtao Yu, Ph.D., Morgan's provost and senior vice president of Academic Affairs, and an internal committee comprising a diverse representation of Morgan faculty and administrators. <https://www.morgan.edu/news/new-dean-cics>
- In August 2022, the Maryland Daily Record named Dr. Westrick a Featured Mover. Westrick comes to Morgan with extensive experience and proficiency in the continuing education space and a specific focus on the adult learner and nontraditional student. <https://thedailyrecord.com/2022/08/02/featured-mover-nicole-m-westrick-morgan-st-university/>



- In August 2022, Morgan State University announced a new partnership with Amazon, naming Maryland's largest Historically Black College and University (HBCU) as a new "Education Partner" for the technology company's Career Choice program. Offered in collaboration with the University's College of Interdisciplinary and Continuing Studies (CICS), the Career Choice program now allows Amazon hourly employees located throughout Maryland and neighboring states to select Morgan as a destination to pursue a degree or learn new skills, with pre-paid tuition covered by Amazon. Morgan is one of three Maryland universities to be designated an Amazon Career Choice institution and the first four-year HBCU in the program's network. <https://www.morgan.edu/news/amazon-career-choice>



- In October 2022, Dionne Thorne, Ph.D., became the newest member of Morgan Online as an Instructional Design Coordinator. Dr. Thorne has over 15 years of instructional design experience in higher education. She brings quality assurance, project management, instruction, and training skills to Morgan Online.

Dr. Thorne comes to Morgan State University from Johns Hopkins Carey Business School, where she served as an Instructional Teaching Specialist and led and served on several committees focused on improving online course design and inclusive teaching practices, including diversity and equity and quality assurance. While at Carey she was the inaugural chair of the Carey Black Faculty and Staff Association.

Dionne has an extensive background in implementing quality assurance. She implemented a college-wide quality assurance initiative at a local community college and earned several Quality Matters certifications. Additionally, Dr. Thorne has taught and designed online and blended courses for more than 10 years.

Prince George's Community College

Nadine Edwards, MOL Board Representative



- The College switched the learning management system provider from Blackboard to Canvas at the end of Spring 2022. This decision was made after careful consideration of stakeholder data from faculty and students. The project included:
 - A full communication campaign was launched, including email, newsletter, and other context-based announcements using Impact. The College also targeted more traditional on-campus resources, including a poster and postcard campaign to advertise services to faculty and students.
 - Over 300 faculty and 500 students attended Canvas Overview webinars about the change.
 - A revision of technical support services was implemented to include 24/7 support services. Efforts were made to blend existing campus services with the 24/7 services to ensure a seamless experience.
 - Over 200 faculty participated in a variety of professional development webinars and self-paced experiences to update their LMS skills to include Canvas.
- The College expanded its eLearning staff to include filling the position of Coordinator, Online Student Support Services. The addition of this position provided the opportunity to move forward with projects specific to student support, including a regular offering of the Canvas overview webinar at the beginning of every session. This position has a new focus on the use of data, including a revised joint survey with SGA which yielded 1875 student participants.
- The College successfully submitted a request and received approval for offering fully online degrees, including X degrees and X certificate programs.
- The College concluded a six-month project to revise its existing online asynchronous standards, with approval in December 2022. The standards include course delivery and design. This project is part of a strategic project to revise and implement new standards for courses in a variety of modalities over the next three years.



Stevenson University

Ali Eskandarian, MOL Board Representative



- The Commission on Collegiate Nursing Education (CCNE) certified the accreditation of Stevenson's baccalaureate and graduate nursing programs for 10 years, which is the maximum term possible.
- The American Bar Association approved the continued accreditation of Stevenson's traditional and online Bachelor's in Legal Studies programs.
- Stevenson University Online (SUO) developed non-credit for professional development classes in Political Campaigning and Advocacy and Lobbying.
- Stevenson University Online established partnerships with the Maryland National Guard and the Maryland Department of Transportation, the Secretary's Office. SUO expanded partnerships with the University of Maryland Medical Center to all locations. Additionally, cohort programs with Baltimore County Public Schools and Sheppard Pratt began in 2022.
- In June 2022, SUO introduced Admissions Chats, a virtual event to connect prospective students with Enrollment Counselors. Fourteen Admissions Chats were held from June – December.



- UMGC undertook a comprehensive project to upgrade the course interface for 535 undergraduate courses. The courses now feature a modernized interface that is consistent across disciplines and reflective of best practices in learning design and student success.
- For the Summer 2022 term, UMGC reintroduced in-person sessions to hybrid courses, having relied on videoconferencing for live sessions in previous terms until public health conditions made it safe to bring students and faculty together again.



- UMGC's cyber competition team placed second in a Fall 2022 capture the flag (CTF) competition sponsored by Parsons Corp., a global provider of cybersecurity services. UMGC scored 5,892 points, strong enough for second place out of 12 teams.
- UPCEA (the University Professional and Continuing Education Association) announced that University of Maryland Global Campus (UMGC) was recognized with the UPCEA Award for Excellence in Advancing Student Success for supporting a culture of academic integrity and accountability.
- UMGC was ranked among more than 100 of the top DBA programs for the third year in a row by CEO magazine.
- UMGC formed a partnership with Guild Education, a social impact company that connects workers to a learning marketplace of institutions that serve working adult learners.
- UMGC is undertaking a multi-year initiative to re-imagine the general education curriculum to provide the best possible learning experience for current and future students—positioning them for academic success; preparing them for the careers of today and tomorrow; and providing a wide range of opportunities to develop knowledge, skills, abilities, and dispositions that are career-relevant and fulfill UMGC's institutional values, including Diversity, Equity, and Inclusion, to become active leaders for social change in the increasingly interconnected, global community.

Wor-Wic Community College

Kimi Lichty, MOL Board Representative



- A virtual new student orientation was implemented to provide new students with the necessary resources needed to prepare for a successful learning experience.
- To support the transition to Blackboard Ultra in Fall of 2023, Instructional Technology & Design offered a variety of training and workshops that included, Essentials in Ultra, Countdown to Ultra, Course Design and Facilitation, and Mapping Your Courses
- A master course template was created and will be utilized as courses are being developed in Ultra to provide students with a consistent structure for all online courses.
- A formalized cycle for reviewing distance learning courses and examining all aspects of quality in online courses was initiated to help put best practices and policies in place to support the continuous review and improvement of online courses.



The MOL Staff

Leading the MarylandOnline consortium is Wendy Gilbert, Executive Director. She is assisted by Julie Porosky Hamlin, Director; Jenny Fordham, Executive Coordinator; and Rhonda Tomlinson, Controller. Providing additional support on selected projects is David Wakefield, a former MOL Administrative Coordinator. Drs. Gilbert and Hamlin have been with MOL since 2003 and 2001, respectively.

Dr. Gilbert heads up strategic planning for the consortium, oversees the MOL Seat Bank, provides executive support to the MOL Board, and supervises the MOL staff, DOLLI and MOLLI program directors, and program managers for special projects. She continues to serve on the Maryland Distance Learning Association (MDLA) planning committee and the Maryland Open Source Textbook (M.O.S.T.) advisory committee. This year she joined the newly formed Quality Matters (QM) Quality in Online Course Sharing Project advisory committee.

Dr. Hamlin, in addition to routine duties in support of the Executive Director, participates in the planning and coordination of MOLLI events, supports the development of DOLLI, and serves as compliance officer and liaison with MOL's legal counsel. In 2022 she was invited by Quality Matters to serve on the committee undertaking the preparation of the Seventh Edition of the QM Higher Education Rubric, to be released in 2023.

Ms. Fordham helps to schedule and staff professional development activities and events, manages databases and records, coordinates website development and maintenance, and provides graphic design support.

Ms. Tomlinson, working with Dr. Gilbert, manages MOL's budget, accounting, and other administrative areas. She provides support and coordination for the MOL Treasurer and the Finance, Audit, and Budget Committee of the Board and coordinates with auditors and other external entities. In 2022 Ms. Tomlinson led MOL's external financial audit, conducted every three years, to a successful conclusion.

2023 and Beyond

2022 was the first year of MOL's three-year, post-QM strategic plan. Much of the year was spent laying the groundwork for future programs (such as MOL-X and CPEX). The goal for 2023 is to take these projects from planning to implementation stage. At the same time, MOL will continue to support and enhance its existing programs.

Some MOL activities to look forward to:

- **Maryland Online Leadership Institute (MOLLI)** – In June of 2023 we will conduct the fifth MOLLI Residential Program (RP) at the Historic Inns of Annapolis.
- **The Database of Online Learning Information (DOLLI)** – In 2023 the DOLLI team will review and update the question set, continue to help MOL Board representatives maintain current data, and explore additional ways to draw on the DOLLI data repository to provide practical assistance to member schools in developing policies, preparing for accreditation reviews, and other activities.
- **Professional Development** – In 2023 MOL will continue its Webinar Series and will release a series of short, easy-to-understand accessibility videos with plans for follow-up webinars and/or face-to-face workshops. With Montgomery College, MOL also will co-host a Professional Development Day in the summer.
- **Continuing and Professional Education Exchange (CPEX)** – The pilot test of the new noncredit course-sharing program is underway, with the goal of opening the live version of the platform in 2023.
- **MarylandOnline Exchange (MOL-X)** – Development has already begun, and in 2023 the goal is to create, test, and eventually open the exchange being built on the existing platform MOL uses for DOLLI.



2022-2023 MarylandOnline Board Representatives

Allegany College of Maryland

Juli Whetstone

Instructional Designer

Anne Arundel Community College

Colleen Eisenbeiser

Dean of Learning Advancement and the Virtual Campus

Baltimore City Community College

Brian Terrill

Director of E-Learning and Instructional Technology

Carroll Community College

Michelle Kloss

(Vice Chair and Treasurer, MarylandOnline Board)

Associate Provost of Assessment and Institutional Research

Cecil College

Colleen Flewelling

(Vice President and Secretary, MarylandOnline Board)

Associate Dean of Academic Assessment and Development

Chesapeake College

Chandra Gigliotti

Assistant Vice President for Innovation, Learning,
& Effectiveness

College of Southern Maryland

Stephanie Vehrs

Director of Online Learning

The Community College of Baltimore County

Stephen Kabrhel

Dean, Online Learning

Frederick Community College

Renee Davis

Interim Associate Vice President, Center for Teaching
and Learning

Garrett College

Carla Zeigler

Coordinator of Distance Learning and Instructional Design,
Director of Study Abroad

Hagerstown

Community College

Vidda Beache

Dean of Distance Learning

Harford Community College

Melissa Harris

Coordinator for eLearning

Howard Community College

Megan Myers

Associate Vice President for Faculty Development
and Learning Innovation

Montgomery College

Michael Mills

(Chair, MarylandOnline Board)

Vice President, E-learning, Innovation and Teaching
Excellence (ELITE)

Morgan State University

Cynthia Brown-LaVeist

(President, MarylandOnline)

Director, Morgan Online

Prince George's Community College

Nadine Edwards

Director, eLearning Services

Stevenson University

Ali Eskandarian

Vice Provost for Online Learning and Dean of
Stevenson University Online

University of Maryland Global Campus

Jarrett Carter

Associate Vice President, Integrative Learning Design

Wor Wic Community College

Kimi Lichty

Instructional Technologist

2022 Professional Development Webinars



professionaldevelopment
marylandonline.org

   info@marylandonline.org

Spring and Summer 2022 Webinar Series

February

Academic Interest: *Managing Stress in an Unmanageable Time*

Tuesday, February 15, 2022

10:00 to 11:00AM

After two years of dealing with COVID-19, we are all stressed, exhausted, and pushed to the limits of our ability to cope. While there is no magic solution to the on-going trauma we've been experiencing, there are many things that we can do in our everyday lives to help manage the day-to-day stressors. In this webinar we'll discuss the impacts of stress on our physical and mental health and work to create a practical self-care plan that you can utilize in your daily life.

Stephanie Will (LCPC Mental Health Services Program Manager, Montgomery College)

Moderator: Deborah Dorsey (Assistant Professor of Health, Harford Community College)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

March

Academic Interest: *Culturally Responsive Teaching with Pedagogy and Andragogy in the Online Environment*

Thursday, March 10, 2022

10:00 to 11:00AM

Culturally Responsive Teaching motivates us as teachers and increases teachers' effectiveness. It helps teachers to better understand our multicultural students, and how cultural responsiveness keeps students on track to academic success.

Yazdan Rodd (Director of Online Learning & Instructional Innovation (OLII), Frederick Community College)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

April

Academic Interest: *MarylandOnline Leadership Institute (MOLLI) - Reboot: Post-pandemic Leadership Strategies*

Wednesday, April 6, 2022

10:00 to 11:15AM

The COVID-19 pandemic has upended almost every aspect of our educational systems. From increased need for mental health services to remote work and learning arrangements, questions of mandated vaccine requirements, and a rapid response to an ever-evolving health crisis, higher ed leaders have been challenged to respond with decisiveness and accuracy, an almost impossible demand. As the new higher ed landscape is emerging, the leadership response must also adapt.

This webinar will explore the effective strategies from three higher ed leaders. The focus will be on those approaches that advance the institutional mission as well as personal lessons of time management, personnel management, and embracing the new opportunities for serving our students.

Kelly Refitt (*Vice Provost, Mercer University*)

Shinta Hernandez (*Dean of the Virtual Campus, Office of ELITE, Montgomery College*)

Carl S. Moore (*Associate Vice President for Learning & Engagement, University of the District of Columbia*)

Moderator: Larry Ragan (*Lawrence C. Ragan, Ragan Education Consulting, Director, PSU (Retired)*)

Chat Moderator: Richard Smith (*Instructional Designer, Harford Community College*)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

How To: *Designing Learner-Driven Course Experiences*

Wednesday, April 27, 2022

10:00 to 11:00AM

This presentation will enable participants to: a) understand the differences between instructor roles in instructor-centered and learner-driven courses; b) evaluate course assignments to identify opportunities to make them more learner-driven; and c) utilize a framework to create learner-driven course experiences.

Patrick Dempsey, EdD, MBA (*Director of the Office of Digital Teaching & Learning, Loyola University Maryland*)

Moderator: Sherry Massoni (*Associate Vice President for Workforce & Community Education, Harford Community College*)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

May

How To: Soft/Power Skills-Advancing Graduate Workplace Value

Tuesday, May 10, 2022

10:00 to 11:00AM

Soft/Power Skills are high-demand cognitive skills that complement technical and industrial skills of employees in the workforce. Employers recognize that skills such as critical thinking, collaboration, and communication among staff and contractors are necessary to achieve company objectives. In recent years, deteriorating mental health conditions, reduced interpersonal and class interactions, and disparities in social-emotional training threaten the production of soft/power skills for the workforce. In this webinar, you will learn how to recognize the social skills gap, identify the competencies that make up soft/power skills, and utilize strategies and resources to teach soft/power skills in online courses.

Marcy Jackson, MA, CFD, CPP (*Distance Learning Program Manager, Montgomery College*)

Moderator: Roy Coyle (*Assistant Vice President, Course Development, University of Maryland Global Campus*)

THIS WEBINAR WAS CANCELLED. PLEASE CHECK BACK FOR A NEW DATE.

How To: Rethinking Writing Assessment: Piloting Labor-Based Grading in Online Writing Courses

Thursday, May 12, 2022

10:00 to 11:00AM

The Writing Across the Curriculum program at UMGC serves thousands of students each year from diverse cultural, linguistic, and educational backgrounds. As part of our efforts to provide an equitable and supportive learning environment for all students, we have begun piloting a modified labor-based grading system. In this webinar, we will describe our implementation of this system, plans for scalability, and initial results.

Jim Booth (*Collegiate Professor, Writing Across the Curriculum, University of Maryland Global Campus*)

Andrew Cavanaugh (*Collegiate Professor, Writing Across the Curriculum, University of Maryland Global Campus*)

Sarah Felber (*Collegiate Professor, Writing Across the Curriculum, University of Maryland Global Campus*)

Anne Marie Hubbell (*Collegiate Professor, Writing Across the Curriculum, University of Maryland Global Campus*)

Jeanine Williams (*Program Director and Collegiate Professor, Writing Across the Curriculum, University of Maryland Global Campus*)

Moderator: Sherry Massoni (*Associate Vice President for Workforce & Community Education, Harford Community College*)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

June

Diversity, Equity, Inclusion, and Belonging (DEIB): The ABCs of LGBTQ+ Allyship

Tuesday June 14, 2022

10:00 to 11:00AM

In this entry-level session, participants will learn more about the identities beneath the LGBTQ+ umbrella and how to be allies to those who identify as part of the community. This is a brave space, meaning participants are allowed to respectfully ask questions and share freely as we discuss.

Rachel Adams (*Assistant Professor of Communication, Howard Community College*)

Moderator: Brianna McGinnis (*Chair - Mathematics & Engineering Division, Carroll Community College*)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)



Fall 2022 Webinar Series

September

How To: *Process of Collaborative Course Design*

Tuesday, September 13, 2022

2:00 - 3:00PM

Harford Community College (HCC) uses collaborative course design (CCD) for all online physical education (PE) courses. CCD course development emphasizes faculty inclusivity, maximizes time spent in instructional delivery, and provides a systematic approach to continuous course improvements. We will describe our three-stage process that easily transfers across all academic disciplines.

Debbie Dorsey (Assistant Professor, Health, Harford Community College)

Cindy Kelley (Assistant Professor, Health, Harford Community College)

Moderator: Brianna McGinnis (Chair – Mathematics & Engineering Division, Carroll Community College)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

October

DEIB: *Inclusive Online Teaching | How to Identify and Prevent Bias in Online Learning Environments*

Tuesday, October 4, 2022

2:00 - 3:00PM

In this hands-on workshop, faculty will discover and share strategies to assure that online course content promotes an inclusive learning environment. We will identify strategies for managing bias in the online environment and discuss the way that bias can impact online students' motivation and persistence.

Megan Myers (Director of eLearning, Howard Community College)

Maureen Martin (Instructional Designer, Howard Community College)

Moderator: Brianna McGinnis (Chair – Mathematics & Engineering Division, Carroll Community College)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

Academic Interest: *MarylandOnline Leadership Institute (MOLLI) - Debunking the Myths of Professionalism Today*

Tuesday, October 25, 2022

10:00 - 11:15AM

Historically, higher education embraced an idea of “professionalism” that included standards of professional behaviors, dialect, communication, and even how we dress for work. Many of these aspects are rooted in notions of the dominant culture and excluded, either implicitly or explicitly, other approaches to being a professional, and a leader.

Recently, seismic changes in every realm, including education, health, culture, and social and political spheres, have upended the standby definition of professionalism as our working lives moved online. For some leaders in higher education, the belief that professionalism is in alignment with the mission of higher education has been undermined and threatened. Unless we address the changing nature of the expectations of the higher ed professional we’re likely to remain trapped in a construct of today’s leader that is out of step with reality.

This webinar will explore these changes through a range of topics, and it will look at how professionalism aligns with calls for higher education to be centered around student success and equity. The panelists will share their perspectives as leaders required to be on the front lines of redefining and reestablishing what professionalism means in today’s higher education landscape.

Topics to Explore:

- The state of “professionalism” in higher ed
- Professionalism in the online environment
- Strategies for communicating effectively and authentically, and for building positive relationships
- The relationship between DEIB challenges and workplace professionalism
- Managing leadership expectations

Panelists:

Megan R. Myers (*Associate Vice President for Faculty Development and Learning Innovation, Howard Community College*)

Clayton Steen (*Executive Director for World Campus Enrollment Management Services, Penn State*)

Emily Tipton (*Research & Assessment Analyst, Chesapeake College*)

Moderator and Facilitator: **Lawrence C. Ragan** (*Ragan Education Consulting*)

Chat Moderator: **Richard Smith** (*Instructional Designer, Harford Community College*)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

November

How To: User Experience (UX) in Instructional Design: Using UX Design Principles to Improve Student Experiences

Wednesday, November 2, 2022

10:00 to 11:00AM

Despite our best efforts, do we understand how our student users actually experience the courses we create? In this interactive presentation, we will define User Experience (UX) in instructional design; and utilize personas and user journeys to identify pain points and create solutions to improve our users' experience.

Patrick Dempsey (*Director of the Office of Digital Teaching & Learning Loyola University Maryland*)

Moderator: Catherine Wilkerson (*Instructional Technologist*)

This webinar has already taken place. You can find the recording at [MarylandOnline's YouTube Channel](#)

How To: OER and Accessibility

Wednesday, November 16, 2022

10:00 to 11:00AM

A presentation about the accessibility of Open Educational Resources (OER) – including basic information for staff and faculty to create accessible and open educational resources.

Zachary Friedman (*Manager, Digital Learning Experience, UMGC*)

Laureece Hymes (*Manager, Digital Learning Resources, UMGC*)

Moderator: Catherine Wilkerson (*Instructional Technologist*)

To REGISTER: Click on: [OER and Accessibility](#)

December

Special Focus: Strategies for Individual and Institutional Resilience in Higher Education

Thursday, December 1, 2022

2:00PM to 3:00PM

A pandemic, economic uncertainty, social concerns, shifting expectations from students and the public, and changing workplace trends. These forces raise new challenges and exacerbate long-standing challenges for higher ed. As a result, faculty, staff, and students find themselves working and studying in environments prone to uncertainty, stress, anxiety, and burnout. Cultivating resilience can help individuals and institutions both weather and thrive in such conditions. This webinar will present strategies to build individual and institutional resilience using common higher ed scenarios.

Christina Sax (*Provost and Vice President for Academic and Student Affairs, Maryland University of Integrative Health*)

Moderator: Isabel DeFeo (*Associate Professor, Carroll Community College*)

To REGISTER: Click on: [Strategies for Individual and Institutional Resilience in Higher Education](#)

National Distance Learning Week

Webinar Series

November 7-11, 2022



**professional
development**
marylandonline.org

Monday, November 7th – 11:00am

Integrating DEI in Your Online Course

Diversity, equity, and inclusion can organically be the backbone of asynchronous and synchronous instruction, but how can we be purposeful about the daily integration of DEI in online instructional environments? Join a professor and instructional designer from Anne Arundel Community College as they share their DEI journey in this innovative session. Learn simple ways to purposefully infuse DEI into your asynchronous and synchronous courses through music, videos, exchanges with community members, and innovative projects that encourage students to think deeply about how they perceive their worlds.

Presenters:

Jennifer Bopp, MA, ACC Manager, Instructional Design/Coach Information and Instructional Technology Division, Anne Arundel Community College

Jodie Hogan, Associate Professor, Spanish Department of World Languages, Anne Arundel Community College

REGISTER:

[Integrating DEI in Your Online Course](#)

Wednesday, November 9th – 11:00am

Building Engagement with Video

In this hour-long webinar, we will discuss the research surrounding the benefits of including video instruction and the digital tools available to increase student collaboration, participation, and engagement with the course content.

Learning objectives:

- Explore a brief overview of research and pedagogical applications of video.
- Identify the technical and practical aspects of engaging students through instructor and student-generated videos.
- Explore the different types of interactive video content for increased student engagement.
- Identify and discuss the best practices for creating engaging video instruction.

Presenter:

Dr. Dana Gullo, Project Manager, Instructional Design Catalyst - The Center for Teaching and Learning, Cecil College

REGISTER:

[Building Engagement with Video](#)

Wednesday, November 9th – 2:00pm

Culturally Responsive Teaching Using Choice Boards

Choice Boards are common in differentiated classrooms serving diverse learners at the K-12 level; however, they can be a powerful tool in college courses serving students with diverse backgrounds, skill levels, interests, and learning preferences. When combined with Culturally Responsive Teaching practices, choice boards can engage students in the content and empower them to make thoughtful choices for how they process the material and demonstrate their learning. This workshop will showcase examples of choice boards created by faculty, address the role of data to develop choice boards that align with course outcomes, and present tips to ensure choice board tasks are equitable.

Presenter:

Dr. Angela Lanier, Instructional Designer, Montgomery College

REGISTER:

[Culturally Responsive Teaching Using Choice Boards](#)

Friday, November 11th – 11:00am

Boosting Engagement Through Virtual Spaces

Physical course work, like artworks and projects, displayed during face to face courses is a common assessment strategy that allows learners to engage with each other and showcase their work. Join us to discuss how the creation of a virtual space using software tools that may already be at your disposal, can allow online students a similar experience. Presenters, Shayna Jansen-Byers and Leia Thompson Wood share what goals this process was meant to meet, software tools used to create the experience, how this engagement was presented to students and how they participated, and insights that students shared about their experience creating and engaging in a virtual space.

Presenters:

Shayna Jansen-Byers, Art Adjunct Instructor, Hagerstown Community College

Leia Thompson Wood, Instructional Designer, Hagerstown Community College

REGISTER:

[Boosting Engagement Through Virtual Spaces](#)