



University of Maryland University College *Europe*

WORLDWIDE FACULTY HANDBOOK



EUROPE EDITION

PREFACE TO THE EUROPE EDITION

This handbook introduces University of Maryland University College (UMUC) to new UMUC faculty and serves as an ongoing reference for existing faculty. Part I of this handbook applies to all faculty members worldwide; Part II contains information applicable to Europe faculty only. For complete editions of the handbook containing only information appropriate for their respective geographic division, UMUC Asia and UMUC Stateside faculty members should access the UMUC Web site: <http://www.asia.umuc.edu> for UMUC Asia or <http://www.umuc.edu> for UMUC Stateside.

This handbook is not a complete statement of all policies, procedures, rules, regulations, and requirements applicable to UMUC and the faculty. All UMUC and University System of Maryland (USM) policies, in accordance with their terms, apply to UMUC Europe faculty. UMUC policies may be found at <http://www.umuc.edu/policy> and USM policies may be found at <http://www.usmd.edu/regents/bylaws/bylaws.html>. UMUC reserves the right to make changes and additions to the information in this handbook without prior notice. This handbook and its provisions do not constitute and should not be regarded as a contract, or part of a contract, between UMUC and any party or parties.

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WELCOME MESSAGE FROM THE PROVOST

Dear Colleague:

Congratulations on your appointment and welcome to University of Maryland University College (UMUC). Our faculty is our single most important asset. We are especially proud of the superb credentials, rich practical experiences, deep subject knowledge, dedication to teaching, innovative pedagogical approaches, and commitment to excellence that characterize our faculty.

This handbook is a resource for you, both in preparing for and in performing your duties as a UMUC faculty member. It provides an overview of some of our institution's unique attributes, recommends best practices and tools for teaching UMUC's working adult students, and highlights some of the academic and administrative policies and procedures that are most relevant to faculty. We know a handbook can never capture all that you will need or want to know, so we strongly encourage you to search our Web site or contact your department or appropriate academic administrator whenever you have questions, concerns, or ideas. In addition, we strongly encourage you to participate in our faculty training and development programs and in other UMUC activities. Our experience is that those who participate actively are more successful in the classroom and get the most out of being a UMUC faculty member.

Our research points to other important ingredients of faculty success. Among these are presenting a well-organized class, articulating clear expectations, providing timely and helpful feedback, ensuring effective faculty/student interactions, and creating a stimulating environment in which to learn. We also know that empathy and respect are two indispensable elements in working with adult learners. We want you to know that we are fully committed to helping you put these principles into practice in the classroom, whether that classroom is on-site or online.

Please accept my best wishes for your success and my personal request that you challenge yourself and your students to strive for excellence. Our students deserve the finest education possible. We trust you will help us ensure that they are not disappointed. We also want to hear from you, and we welcome your suggestions for improving this handbook and your recommendations for additional resources for faculty. Please send those suggestions to provost-office@umuc.edu.

Sincerely,



Greg von Lehmen, PhD
Provost and Chief Academic Officer

PART I
Information for UMUC Faculty Worldwide



1. OVERVIEW OF UMUC

1.1 Introduction

One of the 11 accredited, degree-granting institutions within the University System of Maryland (USM), University of Maryland University College (UMUC) is a global institution with worldwide headquarters in Adelphi, Maryland, and regional headquarters in Europe and Asia. For more than 60 years, the university and its faculty have pursued the mission of offering top-quality educational opportunities to students in Maryland, the United States, and the world.

A foundation of intellectual capital for the university, UMUC's worldwide faculty engages directly with the students and provides a high-quality learning experience anytime, anywhere. Faculty members enhance their students' learning experience through the real-world knowledge and experience they bring to the classroom, as well as by their understanding of the needs of working adult students in an academic environment.

The university offers a wide range of undergraduate and graduate programs, in both on-site and online classrooms. Classroom sites are located throughout Maryland and the Washington, D.C., metropolitan area, and overseas, primarily in Europe and Asia. Online offerings extend the reach of UMUC further still. The university's online courses are taken by a growing number of students in the Washington, D.C., metropolitan area; throughout the United States; and in various countries around the world.

UMUC has been a leading provider of education services to the U.S. military for more than 60 years, and faculty will find military students (active duty and veterans) or their dependents among their students in both on-site and online classes. Classes are offered on-site at military installations in the Washington, D.C., metropolitan area and overseas in Asia and Europe, including the Middle East.

UMUC's programs are offered with the approval of the Maryland Higher Education Commission (MHEC), the coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. UMUC is subject to the applicable regulations of MHEC and the U.S. Department of Education. UMUC is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (3624 Market Street, Philadelphia, PA 19104; phone 267-284-5000; Web site <http://www.msche.org>), one of the six regional accrediting agencies recognized by the U.S. Department of Education. UMUC is governed by the University System Board of Regents and certified by the State Council of Higher Education for Virginia.

Finally, UMUC has distinguished itself as a leader in offering online courses and in providing all the support services and resources needed by students and faculty to sustain high-quality online teaching and learning. The quality of UMUC's online courses and support services has been recognized over the years by such organizations as the Sloan Consortium, Maryland Distance Learning Association, University Continuing Education Association, and IMS Global Learning Consortium.

1.2 Mission, Vision, and Core Values

Certain principles and characteristics have guided UMUC's efforts from its inception, including

- A strong commitment to provide a quality education to individuals who have the ability but who might otherwise not have an opportunity to pursue higher education
- The use of innovative delivery and faculty models to help students overcome barriers of time and place to access higher education opportunities
- The acknowledgement that nontraditional students bring a wide variety of prior educational experience to their study at UMUC

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- The provision of comprehensive and responsive student services to match and complement the robust educational offerings
- Recognition that UMUC's student body consists of residents of the state of Maryland, individuals living in all regions of this country, members of the U.S. military both here and abroad, and residents and citizens of other countries

UMUC's mission statement and accompanying statements of vision and values articulate the scope and critical attributes of our institution, the population we serve, our guiding principles and values, and the ways in which these principles are followed.

MISSION STATEMENT

The mission of University of Maryland University College is to offer top-quality educational opportunities to adult students in Maryland, the nation, and the world, setting the global standard of excellence in adult education. By offering academic programs that are respected, accessible, and affordable, UMUC broadens the range of career opportunities available to students, improves their lives, and maximizes their economic and intellectual contributions to Maryland and the nation.

VISION STATEMENT

UMUC will be the leading global university, distinguished by the quality of education we provide, our commitment to students' success, and the accessibility of our programs.

CORE VALUES

UMUC's core values are at the heart of our university's culture, always guiding what we do and how we do it while also inspiring us to reach even greater heights of academic service and success. With that in mind, we explicitly embrace and endorse these core values:

Students First—Educating students is our purpose.

Accountability—We are each responsible for our actions and UMUC's success.

Diversity—Each individual brings value to our university and our results.

Integrity—Our principles and standards are never compromised.

Excellence—Outstanding quality is the hallmark of our work.

Innovation—We advance so others can benefit from our leadership.

Respect—The rights and feelings of others are always considered.

1.3 Focus of UMUC: Student Success

As busy professionals, UMUC's faculty members appreciate the demands placed on working adult students—demands that include careers, families, and personal interests. A majority of the university's undergraduates are between 25 and 44 years of age, and almost 80 percent work full-time while pursuing a degree. Two-thirds of UMUC undergraduates are married or have been married and 55 percent have children. UMUC's faculty can help students meet their educational goals through an interactive, flexible approach to instruction; transparent student learning expectations; a tightly focused set of curricular goals and assignments; and high academic standards.

In addition to limitations of time, energy, and financial resources, other barriers to success may exist for UMUC students. For example, approximately 45 percent of undergraduates are first-generation college students; they may well be unfamiliar with academic culture and norms. Faculty can support such students by making their expectations transparent and by modeling best academic practices. This is a measure of the faculty's com-

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mitment to student success. It means that all faculty members have a duty to familiarize themselves with the resources—such as the Effective Writing Center or Information and Library Services—that help to support student success at UMUC.

Most UMUC faculty members will discover that the extraordinarily diverse range of experiences their students bring to the classroom is a source of strength and vitality. The institution graduates more African American students than any other university in the state of Maryland, including the historically black colleges and universities in the state. A majority of all UMUC students are women. And UMUC enrolls around 50,000 active-duty military servicemembers, reservists, and veterans and their dependents—offering courses at more than 130 military installations and operating locations on seven continents.

Faculty seeking further demographic information about students should consult UMUC-at-a-Glance (<http://www.umuc.edu/visitors/about/ipra/glance.cfm>). The stories of individual UMUC students are presented in the online Student Spotlight (<http://www.umuc.edu/visitors/news/profiles/index.cfm>).

1.4 Organization of UMUC: Three Geographical Divisions, Two Schools

A worldwide educational institution, UMUC comprises three geographical divisions—UMUC Stateside (<http://www.umuc.edu>), UMUC Europe (<http://www.ed.umuc.edu>), and UMUC Asia (<http://www.asia.umuc.edu>). Serving students and faculty in all three divisions are the resources of the university's two major academic units: the School of Undergraduate Studies (<http://www.umuc.edu/ugp>) and the Graduate School of Management and Technology (<http://www.umuc.edu/grad>).

UMUC Stateside serves as the home base for the university's worldwide operations, responsible for setting the overall academic, administrative, and fiscal policies of the university; establishing academic standards; conducting quality assurance; assessing student learning outcomes; and carrying out student initiatives. Additionally, UMUC Stateside produces and manages a worldwide curriculum that includes a full range of undergraduate and graduate academic degree and certificate programs, as well as a variety of academic support materials and development opportunities, all designed and developed according to leading instructional practices.

UMUC Europe and UMUC Asia—headquartered in Heidelberg, Germany, and Yokota, Japan, respectively—are divisions of UMUC that deliver the university's programs and services under the auspices of their respective military contracts. All three divisions of UMUC are committed to the same high quality of academic curricula and services.

Wherever they teach, all UMUC faculty members are also part of a global community of scholar/practitioners. Faculty members worldwide teach a common curriculum, share the same norms of instructional best practices, and assess student performance using the same expectations and measures of competency.

Serving UMUC faculty and students worldwide are the staff and resources of the School of Undergraduate Studies and the Graduate School of Management and Technology, both of which are administered from UMUC Stateside. Through these units, UMUC offers a full range of academic degree and certificate programs at both the undergraduate and graduate level. The university's worldwide curriculum, best instructional practices, and a variety of academic support materials and development opportunities are produced and managed by staff and faculty based in the Maryland offices of the School of Undergraduate Studies and the Graduate School of Management and Technology.

1.5 Academic Administration and Contacts for Faculty

UMUC is a large and complex organization. Navigating the institution and its various offices and resources may present a challenge for a new faculty member. A number of support services will be covered in this handbook

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(primarily in Section I.7). Further information is also available on the UMUC Web site at <http://www.umuc.edu/faculty>. In addition to making use of these resources, faculty members should maintain regular communication with their primary administrator or administrators.

For UMUC Stateside faculty members, the primary administrative contact will typically be their academic director (in the School of Undergraduate Studies) or their program director (in the Graduate School of Management and Technology). (“Academic director” and “program director” are essentially equivalent positions.) In UMUC Europe and UMUC Asia, a faculty member’s primary administrative contact is generally his or her division director or departmental assistant dean. In addition, overseas faculty members can expect to work very closely with their division associate dean, discipline faculty peer (Europe), and regional manager (Asia) or regional enrollment manager (Europe). An overview of the academic administration is provided in Appendices A and B; they summarize the worldwide academic structure of the School of Undergraduate Studies and the Graduate School of Management and Technology, respectively. In addition, Appendix C provides an overview of academic administration in UMUC Europe and UMUC Asia.

For simplicity’s sake, this handbook will refer to a faculty member’s primary administrative contact as his or her “academic administrator.”

2. TEACHING FOR UMUC

2.1 Philosophy

UMUC is an open admissions university, dedicated to the educational needs of the nontraditional student. While the term “nontraditional” has no single accepted definition, it generally refers to students who are older than the typical 18–23 year-old college-age bracket, employed or working in the home, and returning to higher education after a hiatus. Most undergraduate UMUC students bring a significant number of transfer credits. Designed to meet the needs of such students, the UMUC model is student-centered and interactive. In the context of the UMUC classroom, “interactive” refers to faculty-student and student-student interaction, as well as the interactivity of instructional content online. This instructional model—whether it is delivered on-site, in a hybrid format, or fully online—is faculty-facilitated and emphasizes the learning community of students. Beyond that, the curriculum, delivery formats, and approaches to teaching and learning are, as much as possible, connected to real-life applications of learning. UMUC students regularly express their appreciation for the many faculty who are outstanding and experienced professionals in their fields.

The institution’s instructional philosophy and practices are reflected in *Expectations for Classroom Setup and Online Teaching* (http://www.umuc.edu/ctl/upload/online_exp_doc_042105.pdf), a document designed to guide the work of undergraduate faculty worldwide. Graduate faculty should consult the similarly purposed *Expectations of Faculty Teaching for the Graduate School of Management & Technology* (http://www.umuc.edu/ctl/upload/GSMT_Faculty_Expectations_061506.pdf). Additional guides designed for specific teaching formats include *Expectations for Hybrid Teaching* (http://www.umuc.edu/ctl/upload/Expectations_Hybrid_020609.pdf) and the *School of Undergraduate Studies Expectations for Face-to-Face Teaching* (http://www.umuc.edu/ctl/upload/f2f_sus_exp_doc_062306.pdf).

2.2 Class Formats

UMUC delivers classes in a variety of formats to meet the needs and preferences of our diverse and busy student population. The university offers courses online, on-site, and in a hybrid format that combines online and on-site study. The number of students choosing to study online for at least some portion of their education has increased over time so that it now represents the majority. No matter how the class is delivered, learning objectives and academic standards are the same, and faculty members play a crucial role in maintaining a high-quality learning experience for our students.

2.2.1 Online via WebTycho

WebTycho is UMUC’s online course delivery system that allows faculty to teach and students to learn over the Internet. Courses offered online via WebTycho are governed by the same academic standards as courses offered on-site. WebTycho offers asynchronous conferencing features that enable students to participate in ongoing discussions with faculty and classmates anytime and from anywhere in the world. It also allows them to work collaboratively on group assignments and projects.

Faculty in UMUC’s online classes use WebTycho to teach lessons, engage in intellectual discourse, distribute course materials, post assignments, and receive and return assignments. They are not required to log in to the online classroom at a specific time. However, faculty members and students can use synchronous tools such as chat to send text messages in the classroom when they are logged onto WebTycho at the same time. Faculty members are reminded that while the chat feature of WebTycho may be used for optional discussions, it may not be mandated for completion of any required activities of the course. Some courses also incorporate other software that provides some additional capabilities—but always with the ability for students to archive and access content asynchronously. For example, some classes use the Wimba software suite of tools, which provides audio and whiteboards.

Information on gaining access to and being trained on WebTycho is provided in Section I.5.1.2.

2. TEACHING FOR UMUC

2.2.2 On-Site Courses

In addition to online courses, UMUC offers a variety of on-site class formats, including abbreviated sessions. In UMUC Stateside, these on-site courses can take place not only at UMUC's Academic Center at Largo, but at locations through the Baltimore-Washington region. Likewise, at both UMUC Europe and UMUC Asia, on-site classes take place at multiple locations. A current list of UMUC's classroom and service locations is available online at <http://www.umuc.edu/visitors/locations>.

Most on-site classes meet at night and are scheduled to meet the requirement of 45 contact hours in a session. Students should be engaged in classroom instruction or contact time for the total time that has been officially scheduled for that class, except for one or two reasonable break periods (for example 5 or 10 minutes for each hour of instruction). UMUC also offers accelerated daytime and weekend classes to meet the needs of adult learners. Courses may carry from 1 to 6 credits.

For each UMUC on-site class section, a corresponding online class section is created in WebTycho, the university's online learning platform. WebTycho can be a useful tool for communicating with students, encouraging them to communicate with one another, posting course materials, and managing assignments and course records. By utilizing WebTycho's features, faculty members incorporate online learning opportunities for their students that are consistent with supporting learning. Expectations for use of WebTycho as an enhancement for on-site classes are described in more detail in the *School of Undergraduate Studies Expectations for Face-to-Face Teaching* (http://www.umuc.edu/ctl/upload/f2f_sus_exp_doc_062306.pdf)

It is recommended that faculty members who have not been certified in CTLA 201 take the on-site or online version of the workshop Using WebTycho as an Enhancement to Your Face-to-Face Classroom, offered by the Center for Teaching and Learning (CTL) before teaching an on-site class. Details and registration information for the online version of this workshop can be found at <http://www.umuc.edu/ctl>.

2.2.3 Hybrid or Blended Courses

At UMUC, a hybrid or blended course is one in which on-site and online delivery are mixed and elements of both delivery formats are pedagogically integrated and complementary. In these courses, students are *required* to participate both on-site and online. The key to effective teaching in the hybrid format lies in making full use of the on-site and online environments with appropriate activities and smoothly integrating the two modes of delivery. UMUC's teaching expectations for hybrid courses may be found in *Expectations for Hybrid Teaching* at http://www.umuc.edu/ctl/upload/Expectations_Hybrid_020609.pdf.

Before teaching their first hybrid course, faculty members who have not already taught an online course must complete the training course CTLA 201 Teaching with WebTycho. Information on gaining access to and being trained on WebTycho is provided in Section I.5.1.2. Faculty members are also encouraged to take the CTL workshop Hybrid Courses: Effective Design and Teaching, available online each standard session.

2.2.4 Independent Studies

Undergraduate and graduate faculty may be contracted to supervise independent study for an individual student. Such occasions are rare. Faculty members should not offer this option to a student or accept a student's request for independent study on their own. The academic department will approve the application and procedures for the independent study before the faculty member is authorized to teach the independent study project. Application for approval requires submission of an individualized learning plan designed by the faculty member and the student. The plan should include identification and grading of study deliverables such as papers, projects, and a final report.

2.3 Best Instructional Practices

Each faculty member brings his or her strengths to a UMUC class. UMUC has developed a variety of best practices and tools to help faculty members provide the best environment for learning and articulate for the student

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not only the goals of a specific course but also the learning expectations for students throughout their academic program at UMUC.

UMUC has made it a priority to deliver a quality education to its worldwide students via a rigorous, current, and relevant curriculum; strong academic services; and excellent academic management. Faculty in all divisions can support UMUC's mission by engaging in the recommended best practices and delivering the high level of education that UMUC students expect and deserve. UMUC's research indicates that certain factors are critical to successful classes, both on-site and online. These include

- Careful and effective classroom planning and organization
- Faculty engagement with the topic and ability to create a stimulating learning environment
- Communication and relevant application of knowledge
- A high level of faculty-to-student and student-to-student interaction, including rich and timely feedback on assignments and responses to questions and requests
- Faculty presence (energetic and visible) in the online classroom, as evidenced by frequent and regular new messages and responses
- Empathy with students and commitment to their success, as demonstrated by meaningful, personalized support

Faculty members should discuss these factors with their academic administrator. UMUC's teaching expectations (<http://www.umuc.edu/ctl/expectations.cfm>) detail expectations for all UMUC faculty members and include helpful recommendations for successful teaching in all delivery formats.

2.4 Classroom Interaction

In line with its instructional model, UMUC requires that faculty promote active student involvement in the class. High levels of class interaction contribute to student learning, a feeling of connectedness, and overall student satisfaction. In most courses, classroom activities are so integral to learning that even minimal achievement is unlikely without regular attendance and active participation. Transparency about expectations for class participation is important; at the beginning of the session, faculty members should explain to students how much of the final grade will be based on classroom and/or project participation. To avoid potential misunderstandings, faculty members should also define class participation in the syllabus and specify their expectations regarding substance and frequency of participation and the grading weight attached to it.

2.5 Availability to Students

UMUC does not provide on-site office space for most faculty members, and therefore traditional office hours—an open block of time for student visits—may not be practical. Nevertheless, students want and need to be able to consult with faculty outside of regular class hours. At the beginning of each session, faculty members should set a regular, specific time, place, or method for student conferences and should announce their availability and willingness to assist students. Faculty members who are teaching on-site courses should plan to arrive early or stay after class to meet with students.

Faculty must be available to students by e-mail and may also provide telephone contact information. All course syllabi must contain appropriate contact information, including e-mail, class times and locations (if appropriate), and times during which faculty will be available for consultation. WebTycho also provides a private messaging feature that allows faculty and students to communicate via internal e-mail within the WebTycho classroom. Whenever possible, faculty should utilize this feature, which allows for retention of a complete record of all electronic communications.

2. TEACHING FOR UMUC

2.6 Proctored Final Exams

Undergraduate online classes may require a proctored final exam. Faculty members do not administer such exams, which generally take place following the final day of classes. Proctored exams for online courses are overseen by a responsible, impartial individual (the proctor) who validates the identity of the student and monitors him or her during the exam. The proctored final exam accordingly serves two purposes: First, it ensures that the student enrolled in the class is the same individual taking the proctored exam. Secondly, it contributes to an overall assurance of academic integrity in online degree programs.

Some courses have final exams that are common for all sections. For courses that do not have a common exam, the faculty member teaching the class may be involved, to a greater or lesser degree, in the construction of an exam distinctive for his or her particular course section. In such cases, final exams usually need to be written well before the end of the session. Final exams must cover all course objectives and must reflect an appropriate level of performance and content mastery.

Because conditions on the ground vary widely, each UMUC division has its own proctored exam guidelines for faculty and students. Faculty members should consult with their academic administrator or review the appropriate links for exams and testing on the UMUC Stateside, Europe, or Asia Web site for information specific to their students. No matter where a proctored exam is given, the logistics and scale of the process demand that everyone involved—faculty, students, and staff—adhere to published schedules and deadlines.

2.7 Grading Standards, Policies, and Procedures

2.7.1 Academic Rigor

Assigning grades is the responsibility of each faculty member. Grades are assigned based solely on student performance and not on prevailing student expectations, their perceptions of their own performance, or their level of effort. The university expects that individual grades, as well the overall grade distribution of a course, reflect high academic standards. It is also expected that grades will be entered in a timely manner, that is, within 72 hours of the last day of class for on-site courses and for online courses without a proctored final exam or 72 hours after a faculty member has received the majority of the students' exams for online courses with a proctored final exam.

Grading standards should be developed based exclusively on course-level learning objectives, which reflect an appropriate level of content mastery and proficiency in specific skills detailed in institutional student learning expectations. Standards need to be clearly conveyed to students at the outset of a course. The faculty member is responsible for ensuring that the course syllabus clearly communicates performance standards and for applying these standards fairly and consistently throughout the session.

In accordance with UMUC Policy 185.00 Class Visitation (<http://www.umuc.edu/policies/facultypolicies/fac18500.cfm>), UMUC reserves the right to review courses taught by its faculty to ensure the rigor of instruction, including assignments, grade distribution, and other aspects of a course. The assessment of the rigor of instruction is one of a number of factors in making decisions to continue to employ faculty at UMUC. (Further details about performance assessment are provided in Section I.8.3.)

2.7.2 Grading Methods

The most commonly used grading method at UMUC is the standard method, in which a letter grade of A, B, C, D, or F is awarded. Each of these grades is included in the computation of the student's cumulative grade point average. Incremental grades (A-, B+, etc.) are not used in the official reporting of grades at UMUC.

Subject to limitations, students may elect a pass/fail grading method at the time of registration. Students who register for pass/fail grading must still complete all the regular requirements of the course. For faculty members,

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the process of grading remains unchanged; faculty members grade all student work under the normal procedure for standard letter grades and submit a regular grade. Grades of A, B, C, or D are converted to the grade of P (passing), which is entered into the permanent record. A grade of F remains unchanged.

A very small number of courses are graded satisfactory (S), D, or F. Again, the grading process is the same for the faculty member. The satisfactory (S) grade is equivalent to a grade of C or higher.

Some courses may be audited. Audited courses are listed on the permanent record, with the notation AU. No letter grades are given for audited courses, nor are credits earned.

2.7.3 Undergraduate Grade Definitions

The following rubric summarizes shared definitions for standard, passing, and satisfactory grades across the School of Undergraduate Studies. Specific criteria may be reflected in rubrics specific to particular programs, courses, and assignments. The university expects and supports faculty efforts to implement these standards.

GRADE	INTERPRETATION	QUALITY POINTS
A	Outstanding performance—Excels far above established standards for university-level performance	4
B	Superior performance—Above established standards	3
C	Good performance—Meets established standards	2
D	Substandard performance—Below established standards	1
F	Failure—Performance does not meet minimum requirements	0
P	Passing (D or higher)	0
S	Satisfactory (C or higher)	0

Undergraduate faculty members should be aware that while students must complete courses required for the major with a grade of C or better, they may usually (unless otherwise stated) complete requirements for prerequisites with a grade of D or higher.

2.7.4 Graduate Grade Definitions

Graduate faculty members also share a common set of grade definitions. Grading criteria differ in some important respects from those in the School of Undergraduate Studies. In the Graduate School, the grade of B represents the benchmark, indicating that a student has demonstrated competency in the subject matter of the course: he or she has fulfilled all course requirements on time; has a clear grasp of the full range of course materials and concepts; and is able to present and apply these materials and concepts in clear, well-reasoned, well-organized, and grammatically correct responses, orally or in writing

Only graduate students who fully meet this standard and demonstrate exceptional comprehension and application of the course subject matter earn a grade of A. Students who do not meet the benchmark standard of competency fall within the C range or lower. In effect, they have not met graduate-level standards. Where this failure is substantial, they can earn an F. The Graduate School of Management and Technology does not award the grade of D.

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The following rubric summarizes grading criteria in the Graduate School:

GRADE	INTERPRETATION	QUALITY POINTS
A	Excellent (exceeds standards)	4
B	Good (meets standards)	3
C	Below standards	2
F	Failure—Performance does not meet minimum requirements	0
P	Passing	0
S	Satisfactory	0

2.7.5 Additional Marks

UMUC employs an additional set of grades and marks to indicate special circumstances. These include the grade of FN, which denotes failure to attend a course; the mark of G, which denotes a pending grade; the mark of I, which indicates that coursework is incomplete; and the mark of W, which indicates that the student has opted to withdraw from a course. A more detailed explanation follows. Faculty members who are unsure of the application of any grade or mark should consult with their academic administrator.

FAILURE FOR NONATTENDANCE: THE GRADE OF FN

Most commonly applied is the grade of FN, indicating failure in the course because the student has ceased attending or participating in course assignments and activities during the first 60 percent of the session. It is assigned when the student ceases to attend class but has not officially withdrawn. Additional details and requirements on applying the grade of FN are provided in UMUC Policy 205.06 Calculation of Grade Point Average for Inclusion on Transcripts and Transcript Requests at <http://www.umuc.edu/policies/academicpolicies/aa20506.cfm>.

INCOMPLETE: THE MARK OF I

The mark of I (incomplete) is an exceptional mark given only to students whose work in a course has been satisfactory but who, for reasons beyond their control, have been unable to complete all the requirements of a course. A very specific set of criteria constrain the use of the mark of Incomplete. Faculty members should familiarize themselves with UMUC Policy 170.71 Policy on Grade of Incomplete and Withdrawal, available online at <http://www.umuc.edu/policies/academicpolicies/aa17071.cfm>.

WITHDRAWAL: THE MARK OF W

Faculty members should consult their class roster in MyUMUC on a regular basis to monitor students who may have withdrawn from a course. The MyUMUC roster will always be the most up-to-date list; the class list appearing in a WebTycho classroom is likely to be outdated. Instructions on how to access the MyUMUC class roster are available at <http://www.umuc.edu/faculty/facsupport/facservices/classroster.cfm>.

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GRADE PENDING: THE MARK OF G

The mark of G is an exceptional and temporary administrative mark given only when the final grade in the course is under review. It is not the same as a mark of I (incomplete). When an allegation of academic dishonesty and/or plagiarism is reported by the faculty member under UMUC Policy 150.25 Academic Dishonesty and Plagiarism, a mark of G (grade pending) is administratively entered and remains on the student's record until the review process detailed in Policy 150.25 is completed and the final grade for the course is assigned. Faculty members should review information in Section I.8.4 of this handbook and UMUC Policy 150.25 at <http://www.umuc.edu/policies/academicpolicies/aa15025.cfm>.

AUDITED: THE MARK OF AU

Students who do not wish to receive credit may register for courses as auditors. Students must indicate this intention when they register. Audited courses are listed on the permanent record, with the notation AU. No letter grade is given for audited courses, nor are credits earned.

2.7.6 Recording Grades via the WebTycho Grade Book

The WebTycho classroom contains an electronic grade book that faculty use to track and calculate their students' grades throughout the session. Faculty members are required to use this grade book to provide students with interim feedback on their performance throughout the session. Faculty members record individual student and group project grades, along with comments and feedback that students may then view via the Portfolio function of the WebTycho classroom. Guidelines on the recommended frequency of interim grading are available in *Expectations for Classroom Setup and Online Teaching* (http://www.umuc.edu/ctl/upload/online_exp_doc_042105.pdf) for undergraduate faculty or *Expectations of Faculty Teaching for the Graduate School of Management & Technology* (http://www.umuc.edu/ctl/upload/GSMT_Faculty_Expectations_061506.pdf) for graduate faculty.

2.7.7 Submitting or Changing Official Final Grades in MyUMUC

Faculty should note that entering final grades via the WebTycho grade book does not constitute an official submission of grades. Official and final grades must be submitted via the electronic grade roll in the MyUMUC faculty portal.

Faculty members may access the electronic grade roll via MyUMUC and change grades, if necessary, for four months after the class ends. Changing grades is generally prohibited unless a student's grade has been miscalculated, an error has been made in the class roster, or a mark of I has been submitted and must be changed. After four months, faculty members must contact their academic administrator for clearance to change a grade.

Instructions on accessing and submitting or changing grades in the portal are available at <http://www.umuc.edu/faculty/facsupport/facservices/postinggrades.cfm>.

2.8 Grade Appeals

Students have a right to know how they are being evaluated and graded in a course and what is required of them. Clear articulation of and adherence to the grading standards and evaluation policies implemented in the course will decrease the likelihood of a student misunderstanding how he or she will be evaluated.

Students are accountable for meeting such clearly articulated standards. It is important to keep in mind that a student's grade is based on what he or she has earned in the course. Issues such as a student's personal problems or academic standing in the program do not constitute valid grounds for a grade appeal.

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Faculty members should contact their academic administrator for guidance if a grading dispute arises. Through Policy 130.80 Procedures for Review of Alleged Arbitrary and Capricious Grading (<http://www.umuc.edu/policies/academicpolicies/aa13080.cfm>), UMUC has provided a means for students to seek review of final course grades alleged to be arbitrary or capricious.

2.9 Handling Academic Dishonesty and Plagiarism

All members of the university community share the responsibility for academic integrity. Faculty members are expected to establish classroom environments conducive to the maintenance of academic integrity. Students also are expected to maintain and demonstrate academic integrity. Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research assignments should accurately record sources of material to be cited, quoted, paraphrased, or summarized, and students should acknowledge those sources in text and in a references list. Failure to do so may result in a charge of plagiarism.

Academic dishonesty—including cheating, fabrication, and plagiarism—is defined in UMUC Policy 150.25 Academic Dishonesty and Plagiarism, which can be found at <http://www.umuc.edu/policies/academicpolicies/aa15025.cfm>. It is critically important that faculty members read this policy before dealing with a student suspected of academic dishonesty or plagiarism. Faculty are also encouraged to review the USM Policy III-1.00 on Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity (<http://www.usmd.edu/Leadership/BoardOfRegents/Bylaws/SectionIII/III100.html>) for additional information on certain rights and responsibilities that pertain to faculty and students within the academic community.

UMUC has contracted with TurnItIn.com to be used as a resource for evaluating suspected plagiarism. Faculty who choose to use this service must do so through the UMUC contract. Additional information, including instructions for obtaining an account for this service and wording to be included in the course syllabus when a faculty member uses the service, is available at <http://www.umuc.edu/library/libresources/turnitin.cfm>

2.10 Copyright and Fair Use in the Classroom

Audio, video, images, or text documents used in the WebTycho classroom may be copyrighted, even when no explicit statement of copyright exists. Faculty members can avoid copyright violations and legally use copyrighted materials if they understand and comply with the fair use guidelines. Before linking to or placing audio, video, images, or text in the WebTycho classroom, faculty members are advised to consult the overview of copyright and fair use provided by Information and Library Services at <http://umuc.edu/library/libhow/copyright.cfm>. They are also encouraged to use the Information and Library Services databases for course materials whenever possible; guidelines for appropriately linking to database materials are available at <http://www.umuc.edu/library/libhow/linkingtoarticles.cfm>. Faculty members may submit a request to Information and Library Services to create reserved readings for their WebTycho class at https://prospero.umuc.edu/cgi-bin/ereserves/eres_start.pl.

Additional resources for understanding the evolving field of copyright and fair use issues are available from the Center for Intellectual Property at <http://www.umuc.edu/cip>. Guidance on copyright and fair use provided by either Information and Library Services or the Center for Intellectual Property should be regarded as general information only and not as a substitute for legal advice from a licensed attorney.

3. STUDENT LEARNING OUTCOMES ASSESSMENT

To ensure student success and continuous improvement of curriculum and instruction in every degree program at the graduate and undergraduate level, UMUC has committed itself to an ongoing and systematic process of learning outcomes assessment. Learning outcomes assessment is defined as the comparison of measured outcomes against expectations for student proficiency and is not confined to evaluation of student performance in a single course or session.

Learning outcomes represent the knowledge or abilities that students possess by the time they graduate. All UMUC undergraduate and graduate degree programs have articulated expectations of their graduates for learning outcomes; these learning outcomes detail the knowledge, skills, habits of mind, and values that students are expected to acquire during their academic career. For all degree programs at UMUC, such program-level learning outcomes include clearly stated expectations for student proficiency in the areas of written communication, critical thinking, information literacy, and technological fluency, as well as in the concepts and skills that are specific to each disciplinary field. Reflecting the broad goals of a liberal education, all undergraduate degree programs also include learning outcomes that specify expectations for graduates in the areas of quantitative reasoning, scientific literacy, ethical reasoning, and historical perspective.

At the institutional level, these competency areas are known as the Student Learning Expectations (SLEs). Within the School of Undergraduate Studies, these competency areas are also referred to as “hallmarks” of the undergraduate education. The terms “hallmark” and “SLE” are equivalent.

Faculty members play a key role in the institution’s ongoing assessment efforts. They may find themselves teaching courses for which specific assessment tools, such as rubrics for evaluating papers or embedded exam questions, have been designed. In some cases, they may be asked to assist in the design of such tools. Faculty members are expected to become familiar with ongoing assessment efforts within their programs and should use any existing assessment tools so that they can provide feedback and help improve these tools. If a faculty member’s class is selected for assessment, then the faculty member is expected to use the appropriate tool in gathering required assessment data. Academic administrators support faculty in these efforts, and assessment tools have been designed to facilitate, rather than add to, the normal work of instruction and evaluation in a course.

Further information regarding student learning outcomes assessment efforts at UMUC is available at <http://www.umuc.edu/outcomes/>.

4. UMUC'S WORLDWIDE FACULTY

UMUC is a teaching university. Faculty members are appointed to teach assigned UMUC courses and to help the university's students accomplish their educational objectives. Faculty members use UMUC's developed curriculum, course materials, and common syllabi and enhance these by contributing their own assignments, case studies, grading and evaluation, years of professional experience, and ability to engage and challenge students in their field of expertise. In addition to their regular teaching activities, faculty members may be asked to develop specific UMUC courses, teach training modules, and serve as mentors to other UMUC faculty members—all on a fee-for-service arrangement. Additionally, faculty can volunteer to contribute to policy development by serving on committees and advisory boards.

4.1 Faculty Profile

UMUC currently has more than 3,600 faculty members worldwide in any given academic year. The UMUC faculty community includes collegiate and adjunct faculty members, professors of the practice, and librarians who serve in Information and Library Services. Most of UMUC's faculty hold advanced degrees in their academic discipline and complement this academic expertise with contemporary professional experience.

The complete UMUC Policy 181.00 Faculty Appointment, Rank, and Promotion is available online at <http://www.umuc.edu/policies/facultypolicies/fac18100.cfm>.

A clearer sense of our diverse faculty community and their reflections on teaching at UMUC may be gained by reading the Faculty Excellence Interviews at <http://www.umuc.edu/ctl/facultyexcellence/index.cfm> or the Faculty Focus stories spotlighted at <http://www.umuc.edu/visitors/news/profiles/index.cfm>.

4.2 Global Shared Governance

The faculty is one of the primary influences in the character and development of UMUC. The Faculty Advisory Council (FAC) provides faculty members with a single channel through which they can contribute to the university community.

The FAC provides formal representation of faculty concerns to the university's senior leadership as part of the shared governance structure of the university. The FAC seeks to facilitate communication among the global faculty and between the global faculty and senior leadership, with the purpose of representing faculty interests and fulfilling faculty responsibilities within the university. The cooperation between the administration and the FAC assumes timeliness and fairness from both sides. The FAC expects that the administration will inform it of responsibilities and issues in as timely a manner as possible, and the administration may expect the FAC to react as quickly as possible to calls for action.

The FAC represents all faculty members, including librarians, in UMUC Stateside, UMUC Asia, and UMUC Europe. It consists of 18 elected members, 6 of whom must be adjunct faculty. The FAC is part of a broader shared governance structure that also includes separate advisory councils for staff and students to provide input to and be informed about significant institutional decisions. Each shared governance body within this structure acts in an advisory capacity to the president and other university officers.

An institution-wide shared governance body, the University Advisory Council, includes representation from the FAC, as well as the staff and student advisory councils.

More details regarding the makeup of UMUC's shared governance and the issues that the advisory councils address can be found in UMUC Policy 20.20 Governance (<http://www.umuc.edu/policies/generalpolicies/gen2020.cfm>).

More information about the FAC, including the e-mail addresses for current council representatives, can be found online at <http://www.umuc.edu/faculty/council>.

5. FACULTY COMMUNITY

The important role played by faculty is a central consideration for all professional development and support provided at UMUC for its faculty. UMUC offers training, support, and the opportunity to participate in the UMUC faculty community to all faculty members, regardless of category or rank, throughout the course of their teaching career here at UMUC.

5.1 For New Faculty or Faculty New to Online Teaching

UMUC offers an online orientation program for new faculty, ensuring that all new faculty members, regardless of where in the world they reside, are able to access the information they need to begin their career at UMUC.

5.1.1 New Faculty Orientation

Orientation procedures for new faculty differ by geographical division.

Orientation meetings for overseas faculty are conducted on-the-ground in Europe and Asia as needed. All new stateside undergraduate and graduate faculty are e-mailed an invitation to visit our online faculty orientation to learn more about UMUC. Much of the material in this handbook is also covered during new faculty orientation sessions.

5.1.2 CTLA 201 Teaching with WebTycho

Before teaching their first online or hybrid class via WebTycho, faculty members must complete CTLA 201 Teaching with WebTycho. Faculty members are provided with a link to register for CTLA 201 by their academic administrator. Additional information is available online at <http://www.umuc.edu/ctl/training.cfm>.

Once trained, faculty members may access their online classes via WebTycho only after being officially assigned (staffed) to the class. Having been assigned an upcoming class, faculty members can access their WebTycho classrooms four weeks before the start of classes. Faculty members who are unable to access their WebTycho classrooms at the appropriate time should contact their academic administrator (or UMUC 360 Support at <https://support.umuc.edu/>) regarding the status of the class.

Faculty members who are teaching online should become familiar with UMUC's *Expectations for Classroom Setup and Online Teaching* (for undergraduate courses) or *Expectations of Faculty Teaching for the Graduate School of Management & Technology* (for graduate courses), both of which are available at <http://www.umuc.edu/ctl/expectations.cfm>. These documents provide clear recommendations and best practices for teaching online in accordance with the UMUC instructional model.

Faculty members can learn more about WebTycho through the WebTycho help page at <http://tychousa.umuc.edu/wtdocs/wthelp/index.html> or may access WEBT 101 Orientation to WebTycho at <https://tychousa8.umuc.edu/wtdocs/webt/>.

5.1.3 Peer Mentoring Program

An experienced faculty mentor is made available to new faculty members (or faculty members new to online teaching) for the duration of their first course under the Peer Mentoring Program (<http://umuc.edu/ctl/peer.cfm>). This program helps bridge the gap between orientation/training and the initial actual teaching experience. For further information, faculty members should contact their academic administrator or the Center for Teaching and Learning staff at ctla@info.umuc.edu.

5.1.4 Sexual Harassment Prevention Training

The UMUC Office of Diversity Initiatives provides online training in preventing sexual harassment. This training is designed to enable all members of our global community to better understand what constitutes sexual harassment—what is and what is not acceptable behavior in today's work environment. All faculty and staff members at UMUC are required to complete this online training at <http://training.newmedialearning.com/psb/umuc/>.

5. FACULTY COMMUNITY

5.2 Faculty Meetings and Discussion

Continuing faculty support is provided to faculty members through a number of different approaches, designed to appeal to diverse faculty preferences and targeted at faculty in varying stages of their teaching careers. All faculty development and support programs are offered to our faculty free of charge.

5.2.1 Online Faculty Discussions: WebTycho 999 Sections

Discipline-specific faculty classrooms in WebTycho are designed by academic administrators to serve as “communities of practice,” where faculty members disseminate and discuss curricular issues; participate in virtual faculty meetings; post sample class materials, including syllabi and assignments; and explore a variety of academic issues. Typically, these classrooms are named with the discipline’s four-letter course designator and the number 999 (i.e., AMBA 999). If a faculty member has been rostered into a discipline-specific faculty classroom, it should be listed among his or her other online courses in WebTycho. If it is not listed, the faculty member should contact his or her academic administrator for information on participating.

5.2.2 On-Site Faculty Meetings

For those able to attend in person, general faculty meetings are held on-site in Maryland as well as overseas. Both the School of Undergraduate Studies and the Graduate School of Management and Technology sponsor such meetings at least once a year. In addition to general sessions, smaller discipline-area meetings may also be convened. Many disciplines also provide opportunities for synchronous participation online.

Such meetings provide faculty with useful information about new academic policies and initiatives and often include presentations by internal or external speakers or workshops on topics of particular importance to faculty. They also offer an opportunity for engaging with colleagues in the same discipline to discuss common issues.

5.2.3 Online Faculty Forum Discussion Series

Sponsored and moderated by the Faculty Advisory Council, the online Faculty Forum offers discussions at various times during the year. Each forum is typically available over a period of several days, allowing for the widest possible participation. These discussions, open to all faculty, provide an opportunity for faculty to engage directly with UMUC administrators on key issues and also provide a venue for global faculty to discuss issues of common concern. Faculty can register for these discussions through the Center for Teaching and Learning at <http://www.umuc.edu/ctl/gffs.cfm>.

6. FACULTY RECOGNITION AND CONTINUING PROFESSIONAL DEVELOPMENT

6.1 Faculty Development Workshop Program

Throughout the year, the Center for Teaching and Learning offers faculty worldwide a comprehensive selection of workshops (<http://www.umuc.edu/ctl/workshops.cfm>), focusing on a wide range of topics—such as online and hybrid course pedagogy, discipline-specific teaching strategies, university policies, teaching with multimedia, instructional design, assessment, and feedback skills. All workshops are free, open to UMUC faculty members, and facilitated by UMUC faculty or staff. Workshop opportunities are described online at <http://www.umuc.edu/ctl/certificates.cfm>.

6.2 Awards for Teaching Excellence

Each year, UMUC recognizes the highest teaching accomplishments by bestowing the Stanley J. Drazek Teaching Excellence Award to outstanding faculty members in the United States, Europe, and Asia. Another award—the UMUC Teaching Recognition Award—is also given to other exceptional faculty members with notable teaching achievements. These awards are all initiated by student nominations.

The awards' objectives are to

- Emphasize UMUC's commitment to high-quality adult education.
- Recognize faculty members who consistently show exceptional skill in promoting student learning and providing a quality education to UMUC's adult learners.
- Encourage students to recognize and reward teaching excellence.
- Identify a pool of talented, dedicated faculty members who can serve as faculty mentors and support other faculty development initiatives.

6.3 Support for Faculty Research and Professional Development

Faculty members need to attend conferences, workshops, seminars, and other professional events to stay abreast of new developments in their fields. To encourage faculty to engage in such professional development, UMUC supplies limited financial support through a variety of means.

For stateside faculty, Faculty Professional Development Grants provide small grants to help enable faculty members who are delivering a paper or presentation at a professional conference to attend the event. Support can only be provided if prior written consent is obtained and all procedures are followed. Details are provided at <http://www.umuc.edu/ctl/pdg.cfm>. Faculty members should also contact their academic administrator for additional information about other resources available for professional development.

UMUC Europe and UMUC Asia also offer faculty travel grant programs for the purpose of supporting professional travel. Awards are typically provided for faculty scheduled to present at a professional meeting or conference or participate in a significant way. Details of the travel grant program are available in Section II.4.13 of the UMUC Europe and UMUC Asia faculty handbooks.

For completed projects, the Provost's Office sponsors a yearly award for Best Paper in Online Education Research (http://www.umuc.edu/ctl/provosts_award.cfm).

Lastly, the Orkand Chair for Management and Technology sponsors lectures by visiting speakers. The series features internationally acclaimed speakers in the fields of management, technology, or education who discuss trends and advancements in these areas. Further information is available at <http://www.umuc.edu/orkandlecture/>.

7. WORLDWIDE ACADEMIC SUPPORT SERVICES AND RESOURCES

7.1 Institutional Commitment to Effective Instruction

UMUC's faculty members are dedicated to the academic success of their students, most of whom are working adults, often juggling multiple priorities of family, career, and academic studies. Some students may be the first members of their families to attend college. For others, it may have been years since they last enrolled in a course. It is important for all faculty members, new and experienced alike, to be familiar with these services and understand how they can contribute to the academic success of their students.

7.2 Summary of Instructional Support Services and Resources

The table below summarizes services and resources that directly support classroom instruction at UMUC. Available to UMUC faculty members worldwide, these services and resources are intended to enhance curricular quality and promote pedagogical best practices. Also listed are the offices or units that provide the resources, as well as contacts and URLs for additional information. Information on the organizational structure of academic support services is provided in Section I.7.4.

If faculty members are unable to find solutions from these resources or do not know which services to use or contact, they should contact their academic administrator.

PROVIDER	SERVICES/RESOURCES	CONTACTS/FURTHER INFORMATION
Center for Teaching and Learning, Office of Instructional Services and Support	<ul style="list-style-type: none"> • CTL 201 Teaching with WebTycho • Faculty Development Workshop Program • Peer Mentoring Program 	http://www.umuc.edu/ctl/index.cfm
Center for Instructional Support, Office of Instructional Services and Support	<ul style="list-style-type: none"> • DE Oracle • DE Oracle Live (via Wimba) • Faculty Media Lab 	http://www.umuc.edu/csi/index.cfm
Information and Library Services	<ul style="list-style-type: none"> • Access to all 16 USMAI libraries • Reference librarians available 24 hours a day • Document Express • Course-specific library instruction sessions • Turnitin.com (helps identify plagiarism in students' assignments) 	http://www.umuc.edu/library/index.cfm Phone: 800-888-UMUC (8682), ext. 22020; 240-684-2020
Effective Writing Center, School of Undergraduate Studies	<ul style="list-style-type: none"> • Self-study modules 	http://www.umuc.edu/ewc/
Center for Intellectual Property	<ul style="list-style-type: none"> • Professional development workshops on copyright/academic integrity • Virtual Academic Integrity Lab (VAIL) 	http://www.umuc.edu/cip/index.cfm

Further details on sources of academic support at UMUC are provided in Section I.7.4.

7. WORLDWIDE ACADEMIC SUPPORT SERVICES AND RESOURCES

7.3 Summary of Administrative, Logistical, and Technical Support for Faculty

To support the day-to-day work of faculty members, UMUC has also developed a variety of administrative, logistical, and technical support services, as summarized in the table below. Also listed are the offices or units in which services and resources are housed, as well as contacts and Web locations for additional information.

Further information on academic support services is provided in Section I.6.4.

PROVIDER	SERVICES / RESOURCES	CONTACTS / FURTHER INFORMATION
MyUMUC	<ul style="list-style-type: none"> • Enter/update personnel information • Access up-to-date class rosters and course material information • Post final course grades 	<p>https://www.umuc.edu/myumuc/</p> <p>360 Support (contact information provided below)</p>
Faculty Services and Communication	<ul style="list-style-type: none"> • Assist with navigating UMUC • Connect to other UMUC administrative resources • Provide parking passes for on-site courses • Fulfill faculty duplication requests 	<p>http://www.umuc.edu/faculty/facsupport/facservices</p> <p>Phone: 800-888-UMUC (8682), ext. 22605; 240-684-2605 E-mail: ofstier2@umuc.edu Fax: 240-684-2603</p>
Faculty Appointments	<ul style="list-style-type: none"> • Assist with responding to appointment documents • Assist with payroll information 	<p>http://www.umuc.edu/faculty/facsupport/facservices/appointment.cfm</p> <p>E-mail: contracts@umuc.edu</p>
Textbook Operations	<ul style="list-style-type: none"> • Provide desk copies of course materials for faculty 	<p>http://www.umuc.edu/faculty/facsupport/facservices/textbooks.cfm</p> <p>E-mail: textbooks@umuc.edu</p>
Exams and Testing	<ul style="list-style-type: none"> • Provide exam materials for courses requiring a common exam 	<p>http://www.umuc.edu/faculty/facsupport/facservices/faculty_exams</p> <p>Phone: 240-684-2600 E-mail: exams@umuc.edu</p>
UMUC 360 Support, Office of Information Technology	<ul style="list-style-type: none"> • 24/7 technical support • WebTycho support • MyUMUC support 	<p>http://support.umuc.edu/</p> <p>Phone: 888-360-UMUC (8682); 301-985-6710 E-mail: facultyservices@umuc.edu</p>

7. WORLDWIDE ACADEMIC SUPPORT SERVICES AND RESOURCES

Faculty members who are unable to find solutions from these resources or do not know which services to contact should contact their academic administrator. Further details on academic support at UMUC are provided in Section I.7.4.

7.4 Offices Providing Academic Support Services

Academic support at UMUC also comprises a number of “behind-the-scenes” functions that benefit faculty and students. Faculty members not only receive the support they need to teach effectively and with satisfaction—they can also rest easy knowing that their students are well provided for by UMUC, allowing faculty to focus on their teaching.

7.4.1 Instructional Services and Support

The Office of Instructional Services and Support (<http://www.umuc.edu/faculty/facsupport/supportunits/iss>) provides and promotes activities that support UMUC in delivering the finest quality higher education to adult, part-time students throughout the world. This office comprises three units:

- Center for Support of Instruction
- Course Development
- Center for Teaching and Learning

Collectively, these units support the university’s various faculty and program needs through the design, development, and maintenance of online courses that are enhanced with rigorous academic content, sophisticated tools, and innovative technologies.

The Center for Support of Instruction works with faculty and academic administrators in adopting, integrating, and using online teaching tools, strategies, and best practices with a focus on supporting growth and quality. The center’s instructional support specialists use their expertise in training/instruction, multimedia/object development, Web design, technical support, and educational technology to work directly with faculty members or help guide them to other resources. The center also collaborates with many other units at UMUC to find scalable and effective solutions for various program and faculty requirements. It publishes the *DE Oracle @ UMUC* (<http://www.deoracle.org>), a bimonthly e-zine for faculty that includes helpful articles, self-paced tutorials, tips, and links related to online education at UMUC. Faculty members can find more information about the Center for Support of Instruction or request its services at <http://www.umuc.edu/csi>.

Course Development provides systematic yet flexible methods for designing scalable online courses and learning objects for students worldwide. The staff accomplishes this objective through a team-based, collaborative approach. Each team (which includes faculty members selected by the pertinent academic department) is led by an instructional designer, who works closely with faculty and administrators to assess the needs of individual academic units. The instructional designer uses the latest learning and instructional theories—grounded in research in psychology, sociology, and education—to create the optimal learning environment for students who are studying a variety of subjects. Faculty members should contact their academic administrator for more information about Course Development services.

The Center for Teaching and Learning (CTL) is dedicated to promoting teaching excellence and enhancing teaching effectiveness to maximize the quality of teaching and learning at UMUC. Its many faculty development services, all offered to UMUC faculty at no cost, include CTLA 201, the initial training course in online teaching that is required of all faculty who intend to teach online for UMUC. Throughout the year, CTL offers new and seasoned faculty worldwide a comprehensive selection of workshops. CTL also administers the Peer Mentoring Program, which matches those who are new to online teaching at UMUC with a peer mentor. Information on CTL’s many programs supporting faculty excellence is available online at <http://www.umuc.edu/ctl>. Throughout the year, CTL offers new and seasoned faculty worldwide a comprehensive selection of workshops.

7. WORLDWIDE ACADEMIC SUPPORT SERVICES AND RESOURCES

These workshops may be taken towards fulfillment of either a basic or an advanced certificate; further details about the Faculty Workshop Certificate Program are available online at <http://www.umuc.edu/ctl/certificates.cfm>.

7.4.2 Information and Library Services

UMUC's Information and Library Services enhances the educational mission of the university by educating students in library and information literacy to ensure their academic and career success; promoting information literacy within the university; and providing extensive online library resources and user-centered services for UMUC students, faculty, and staff worldwide. Through the library Web page (<http://www.umuc.edu/library>), faculty and students have access to more than 120 online library databases (most of which are full-text) and an extensive e-book collection. Information and Library Services supports faculty who are teaching a WebTycho or WebTycho-enhanced class by obtaining copyright clearance and posting class materials in the Reserved Readings area (<http://www.umuc.edu/library/libservices/faculty.cfm>) of the online classroom (certain restrictions apply) in addition to providing the online services and support summarized in Section I.7.2.

7.4.3 Effective Writing Center

Effective writing is critical to the intellectual life of university students, and it is the responsibility of the university and its faculty to promote effective writing both for purposes of communication and as a tool for mastering course content. The Effective Writing Center (<http://www.umuc.edu/writingcenter/index.cfm>) supports this mission at UMUC with a range of services and resources for faculty. Among those are workshops, individual consultation, a program of "guest lectures" for the classroom, and assistance with the development of materials on effective writing in specific academic disciplines.

For students, the Effective Writing Center features self-study modules on topics such as "How to Avoid Plagiarism" (<http://www.umuc.edu/writingcenter/plagiarism/index.cfm>). Faculty may direct students with writing problems to the Effective Writing Center for assistance.

7.4.4 Center for Intellectual Property

The Center for Intellectual Property (CIP) conducts professional development training via online workshops, webinars, and symposia on copyright and academic integrity issues. Through this office, UMUC faculty have access to a myriad of digital resources, including online tutorials (such as copyright and digital copyright primers) that assist faculty and students in their understanding of copyright issues such as ownership, fair use, and the public domain. The Center for Intellectual Property also provides faculty access to the Virtual Academic Integrity Lab (VAIL), designed to address academic integrity issues that face the 21st-century classroom. Further information on these resources and services is available at <http://www.umuc.edu/cipl/index.cfm>.

8. UMUC POLICIES: FACULTY RIGHTS AND RESPONSIBILITIES

Whether they are teaching in an on-site classroom or online, UMUC faculty members hold themselves to high standards. UMUC policies that pertain to UMUC faculty may be found at <http://www.umuc.edu/policies/facultypolicies> and <http://www.umuc.edu/policies/academicpolicies>.

A few of the policies most directly related to faculty rights and responsibilities are highlighted in this section. Faculty members will also want to become informed about selected policies related to student issues, which are highlighted in Section I.9.

8.1 Professional Integrity and Misconduct

As a degree-granting institution in the University System of Maryland (USM), UMUC follows the academic integrity policies of the USM. Faculty members' rights and responsibilities for academic integrity can be found in USM Policy III-1.00 on Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity (<http://www.usmd.edu/Leadership/BoardOfRegents/Bylaws/SectionIII/III100.html>).

Integrity is an inherent requirement in the quest for knowledge and the creation of scholarly and artistic works and is fundamental to the academic purpose. Deviations from the proper conduct of scholarly work erode the public's confidence in science, scholarship, and institutions of higher education. The USM expects that the highest ethical standards will prevail in the conduct of its activities and that public laws and regulations will be scrupulously followed. The USM considers misconduct in scholarly work by any of its employees a breach of contract. In accordance with USM Policy III-1.10 on Misconduct in Scholarly Work (<http://www.usmd.edu/regents/bylaws/SectionIII/III110.html>), UMUC established UMUC Policy 70.10 Misconduct in Scholarly Work (<http://www.umuc.edu/policies/academicpolicies/aa15050.cfm>) to instill and promote the principles of professional integrity, prevent scholarly misconduct, and discover and censure instances of misconduct when they occur.

The process for handling academic dishonesty and plagiarism on the part of students is covered in Section I.2.9.

8.2 Course Evaluations

UMUC is committed to excellence in instruction and seeks to assign the most effective faculty to teach its courses. All UMUC faculty members participate in a systematic evaluation process, which includes student ratings of every course. Evaluations are administered and managed by the Office of Institutional Planning, Research, and Assessment. Results are reported for the entire class (rather than by individual student), and no results are reported until after the faculty member has turned in his or her grades. Once the scores have been received and the results tabulated, the results are forwarded to the respective academic office and then to the faculty member.

For online classes, the online course evaluation form (http://tychousa.umuc.edu/sample_survey.html) is available in UMUC WebTycho classrooms for a period of seven days, beginning three weeks before the last official day of class. For on-site classes, students are also able to complete course evaluations via WebTycho. Alternatives to online evaluations may apply for some overseas courses; faculty members should consult with their academic administrator if they are uncertain of the evaluation method to be used in their class.

At the conclusion of the session, faculty members are provided feedback for individual courses. Faculty members are encouraged to use such feedback to review and reflect on their teaching with the goal of continuous improvement. They may find that conferring with academic administrators or joining with colleagues in an appropriate faculty development activity may provide them with added support and encouragement for such improvement.

8.3 Faculty Performance Assessment

Student course evaluations are just one of several sources and methods used in the evaluation of faculty performance. Administrators charged with supervising and reviewing faculty performance must also visit classrooms

8. UMUC POLICIES: FACULTY RIGHTS AND RESPONSIBILITIES

(on-site or online) and must take into account such factors as grade distribution and appropriate academic rigor. By assessing teaching practice, UMUC academic administrators can assist faculty in improving their work in the classroom.

Regular class visits are intended to support and develop faculty, as well as to assess class readiness and/or to evaluate faculty performance. All faculty members who are teaching their first UMUC courses (on-site or online) are visited at least once that session, for mentoring and evaluative purposes. The criteria for measuring faculty performance and observations made during such visits are made available to faculty members in a timely manner. For further information about class visits, faculty members should consult UMUC Policy 180.30 Class Visitation at <http://www.umuc.edu/policies/facultypolicies/fac18500.cfm>.

Performance assessments support decisions about faculty promotion. Information on faculty promotion is provided in Part II.

8.4 Faculty Grievance Procedure

On occasion, conflicts may arise between faculty and the institution that cannot be solved by informal negotiation and discussion. In accordance with USM Policy II-4.00 on Faculty Grievances (<http://www.usmd.edu/regents/bylaws/SectionIII/II400.html>), UMUC has developed Policy 45.0 Faculty Grievance Procedures (<http://www.umuc.edu/policies/facultypolicies/fac04500.cfm>) to address problems, differences of opinion, or complaints.

8.5 Class Meetings and Contingency Planning

8.5.1 Class Meetings

Academic administrators coordinate class schedules based on the curricular needs of the student population and other factors. Faculty members may not change the time, days, location, or format of a class. Even if the majority of students want to make changes, faculty members are obligated to meet with the class as originally scheduled, that is, as students thought it would meet when they registered. The first class meeting is to be conducted as a regular, complete class session for the full amount of instruction time. Classes that are held online are scheduled to start the first day of the session. Faculty members should use their time online to encourage participation and interaction. Students are expected to do the same amount of work in an online course as they would in an on-site course and achieve the same learning objectives.

8.5.2 Classroom Interruption Planning Guide

The Classroom Interruption Planning Guide (<http://www.umuc.edu/faculty/interruptionguide/>), provides specific steps and tips for faculty to develop contingency plans for unplanned class disruptions—such as WebTycho becoming inaccessible for more than 24 hours, on-site classrooms becoming inaccessible for more than one class meeting, library services becoming unavailable, and/or external events impacting regular classroom activity. The planning guide addresses resources, support, and faculty and student awareness before and during classroom closings, as well as the necessary steps for returning to normal operations.

8.5.3 Religious Observances

Students who miss a course session because of an observance of their religious beliefs must be allowed to make up any examinations, other written tests, or class work. They must have access to any handouts or other materials distributed in class and have the opportunity to obtain or review any duplicated lecture notes or slides presented in class.

In accordance with UMUC Policy 51.00 Religious Observances (<http://www.umuc.edu/policies/academicpolicies/aa05100.cfm>), UMUC prohibits scheduling examinations on the following religious holidays: Rosh Hashanah, Yom Kippur, and Good Friday.

9. UMUC POLICIES: STUDENT AFFAIRS

In addition to familiarizing themselves with UMUC policies regarding faculty rights and responsibilities, faculty members should be aware of selected key policies pertaining to UMUC students.

9.1 Disability Services

Faculty should not attempt to determine on their own if a student is eligible for accommodations or what accommodations are appropriate. Faculty members must not provide accommodations to students without the approval of Disability Services.

If a faculty member is approached by a student who claims to be disabled and requests accommodations, the faculty member must immediately direct the student to Disability Services (<http://www.umuc.edu/students/support/disabilities.index.cfm>) at 800-888-UMUC, ext. 2-2287, or 240-684-2277 (TTY) for the student's needs to be assessed appropriately.

If a student has been granted an accommodation by Disability Services, the faculty member will be notified and must comply with the accommodation.

9.2 Discrimination and Sexual Harassment

UMUC is committed to eliminating discrimination and harassment on the basis of race, religion, color, creed, gender (including sexual harassment), marital status, age, national origin, ancestry, political affiliation, mental or physical disability, sexual orientation, and veteran status, consistent with applicable federal, state, and local laws. UMUC expects its faculty to behave in a professional manner befitting their status as faculty members of a public university.

UMUC's Policy 040.30 Affirmative Action, Equal Opportunity, and Sexual Harassment may be found at <http://www.umuc.edu/policies/adminpolicies/admin04030.cfm>.

9.3 Confidentiality and Disclosure of Student Records (FERPA)

It is important that faculty members understand the laws governing the confidentiality of student academic records. For example, a faculty member may not discuss a student's class performance with that student's parent unless express written permission has been provided by the student. As detailed in UMUC Policy 210.14 Disclosure of Student Records (<http://umuc.edu/policies/academicpolicies/aa21014.cfm>), UMUC complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 (also known as the Buckley Amendment), which protects the privacy of students.

9.4 Plagiarism and Academic Integrity

Section I.2.9 explains how UMUC faculty members should handle cases of student plagiarism or cheating. Students should understand that they also share the institution-wide responsibility for academic integrity. In accordance with the USM Policy III-1.00 on Faculty, Student, and Institutional Rights and Responsibility for Academic Integrity (<http://www.usmd.edu/regents/bylaws/SectionIII/III100.html>), UMUC has therefore developed Policy 150.25 Academic Dishonesty and Plagiarism (<http://www.umuc.edu/policies/academicpolicies/aa15025.cfm>), which applies to students, faculty, and administrators.

9.5 Student Grievances and Conflict Resolution

In accordance with the USM Policy V-1.00 on Student Affairs (<http://www.usmd.edu/regents/bylaws/SectionV/V100.html>) and UMUC Policy 130.70 Student Grievance Procedures (<http://www.umuc.edu/policies/academicpolicies/aa13070.cfm>), students may seek redress for the acts or omissions of individual UMUC faculty or staff members, academic departments, or administrative units.

9. UMUC POLICIES: STUDENT AFFAIRS

9.6 Code of Student Conduct

In accordance with the USM Policy V-1.00 on Student Affairs (<http://www.usmd.edu/regents/bylaws/SectionVI/V100.html>), disciplinary regulations are set forth in writing to give students general notice of prohibited conduct. According to UMUC Policy 151.00 Code of Student Conduct (<http://www.umuc.edu/policies/studentpolicies/stud15100.cfm>), the university reserves the right to take appropriate action to protect the safety and well-being of the UMUC community.

9.7 Drugs and Alcohol

UMUC Policy 151.00 Code of Student Conduct (<http://www.umuc.edu/policies/studentpolicies/stud15100.cfm>) prohibits unlawful use, distribution, or possession of any controlled substance, illegal drug, or alcohol on UMUC or USM premises or at UMUC- or USM-sponsored activities.

PART II

Information for UMUC Europe Faculty Only

The previous sections of this handbook apply to all UMUC faculty members worldwide. Part II contains information applicable to UMUC Europe faculty only. For complete editions of the handbook containing only information appropriate for their respective geographic division, UMUC Asia and UMUC Stateside faculty members should access the UMUC Web site at <http://www.asia.umuc.edu> or <http://www.umuc.edu>, respectively.



1. INTRODUCTION TO UMUC EUROPE

1.1 UMUC Europe Administration

The headquarters for UMUC in Europe and the Middle East is Heidelberg, Germany; it is the center for UMUC Europe's administrative functions. UMUC Europe's undergraduate programs are divided into several geographic areas, each of which is administered by a regional enrollment manager. The regional enrollment managers report to the director, Enrollment Management. Graduate programs are administered by the director, Graduate Programs; the director, Distance Education, administers the distance education programs. The director, Downrange Programs, administers operations in Afghanistan, Djibouti, Egypt, Kosovo, Kuwait, Qatar, and Iraq.

1.2 Faculty and the Military

Success in teaching with UMUC Europe depends on close rapport between faculty, the education center staff, and the military. An understanding of the military way of operating will help faculty members teach effectively. It is extremely important for faculty members to be resourceful, flexible, and patient, no matter what the circumstances may be. When faculty members are asked to submit to a military security check or attend a special or routine briefing, they are required to cooperate as a term of their employment. When classes are unavoidably postponed because of military activities or when students are forced to miss class because of military duties, faculty members must be prepared to schedule makeup classes or arrange makeup exams.

Faculty members represent UMUC Europe at the education center and in the community for which they teach. Their academic standards, preparation, and presentation—even dress and appearance—reflect upon their colleagues and the program.

1.3 Education Centers and Classroom Facilities

Facilities vary among military education centers. Staff at each center will make every effort to provide for the convenience and comfort of faculty and students, but occasionally faculty members may have to accept inconveniences or improvise. For example, heating and lighting may not be ideal, whiteboard space may be limited, or audiovisual equipment may not be available. Faculty members who are scheduled to teach at a Department of Defense Educational Activity (DoDEA) school should respect any guidelines for room use provided by the daytime teacher. Education centers sponsor many activities in addition to UMUC Europe classes. Faculty members will gain cooperation if requests for time, space, and assistance reflect awareness of the education center's many concerns.

As guests in an education center, faculty members should respect the time of the people who work there. While some education centers have space where faculty can work and equipment they can use, others do not. Faculty members should always check the local situation at each new installation. They should not make calls on education center telephones or send faxes on education center fax machines. They may use the field representative's military telephone and fax machine when and where available.

1.4 Education Service Officers

UMUC classes are conducted on military installations throughout the U.S. European Command. The key figure in coordinating the local community's overall educational program is the education services officer (ESO). He or she is usually a civil service employee of the Army, Air Force, Navy, or Marine Corps, although on small installations a servicemember may fill this role. The ESO, with the assistance of a small military or civilian staff (including a UMUC Europe field representative on most installations), administers various educational programs for the military community. UMUC Europe courses are but one aspect of the local higher education program.

1. INTRODUCTION TO UMUC EUROPE

1.5 UMUC Europe Field Representatives

At most education centers, UMUC Europe employs one or more field representatives who report to a regional enrollment manager. The field representative publicizes the schedule on the installation, assists students, and channels questions and comments from students to the faculty and administration. The field representative can handle many routine questions and requests for assistance. At some centers, field representatives receive and distribute faculty mail, show how tests can be reproduced, and generally aid new faculty in settling into the installation. Field representatives are a good source of information about education center policies and installation facilities. They may also be able to provide tips about housing; however, securing accommodations is not their responsibility.

The conditions under which field representatives work and the facilities available to them vary considerably from site to site. These facilities affect not only how they do their jobs, but also the type of support they may be able to offer. Field representatives are not expected to be secretaries or assistants; they should not be asked to duplicate materials for classes or run errands. Faculty members should not expect to have routine access to the field representative offices or to their telephones, computers, typewriters, or other equipment.

2. FACULTY RECRUITMENT, APPOINTMENT, RANK, AND PROMOTION

2.1 Requirements for Appointment and Promotion

UMUC Policy 181.00 Faculty Appointment, Rank, and Promotion (<http://www.umuc.edu/policies/facultypolicies/fac18100.cfm>) governs appointment, rank, and promotion for all of UMUC's faculty, including collegiate faculty, adjunct faculty, professors of the practice, and librarians. However, a few elements of the policy do not apply to UMUC's overseas programs with the U.S. military in Asia and Europe.

UMUC appoints and promotes faculty on the basis of their academic, professional, and teaching experience; professional activity; scholarship; service; and teaching effectiveness. For new faculty members, appointment is conditional upon the university's receipt of a current curriculum vitae or résumé and certified copies of any transcripts reflecting the award of all degrees listed on their curriculum vitae or in other information provided to the university. The university may require additional verification of certain items as appropriate.

To qualify for appointment in UMUC Europe, the applicants must meet UMUC Europe requirements for appropriate advanced degrees; the ability to teach in two academic fields is also desired. Faculty members with qualifications in more than one discipline help make it possible for UMUC Europe to offer a wider range of courses at smaller locations where there are not enough students to fill two courses in a single subject during a given session.

Faculty appointment agreements with UMUC Europe are for one calendar year or less. There is no obligation on the part of UMUC Europe to extend an appointment for any period of time beyond the expiration date of the individual's appointment.

Each faculty member must notify UMUC of a change in the country of residence while working. A faculty appointment with UMUC Europe is based upon the location initially reported. If a country location is changed, UMUC reserves the right to review the impact of the change on UMUC. Such reviews will be conducted on a case-by-case basis. Because of local laws and international agreements, it may not be possible or practical for UMUC Europe to accommodate proposed changes in location. UMUC Europe reserves the right to terminate a faculty appointment when a faculty member changes residence from one country to another.

2.2 Faculty Categories and Ranks

UMUC Policy 181.00 Faculty Appointment, Rank, and Promotion (<http://www.umuc.edu/policies/facultypolicies/fac18100.cfm>) establishes the faculty positions and ranks used by UMUC. These include collegiate or adjunct instructor, collegiate or adjunct assistant professor, collegiate or adjunct associate professor, and collegiate or adjunct professor. All faculty positions at UMUC are nontenured.

2.3 Collegiate Faculty Appointment Agreements

All collegiate (that is, full-time) faculty members receive appointment agreements that specify the number of credits they are expected to teach and their base salary for a period up to one year. The appointment agreement, along with the applicable policies and practices of both UMUC and the status of forces agreement, establishes the terms and conditions of the faculty appointment.

Appointment agreements must be signed and returned promptly to the Office of the Director. If any of the information appears to be incorrect or if there is a question about salary or rank, faculty should contact the Office of the Director immediately. If academic rank was not indicated in the appointment agreement, UMUC will bestow rank, in accordance with its applicable policies and practices, when the faculty member has submitted complete supporting documentation.

Any courses assigned beyond the expectations detailed in the appointment agreement are considered "overload" and are reflected in a course assignment document. Faculty members receive the instructions on how to process

2. FACULTY RECRUITMENT, APPOINTMENT, RANK, AND PROMOTION

the course assignment document for each class by e-mail. Further information on overload assignments is provided in Section II.3.3.

Collegiate faculty members also receive payroll and/or benefit documents, which must be completed and submitted in a timely manner. Those who fail to do so may experience delays or other difficulties in the processing of their paychecks.

2.4 Adjunct Faculty Appointment Documents

Adjunct (that is, part-time) faculty members receive an appointment document for up to one year for each course they teach; however, these documents do not specify the number of classes/credits to be taught or the amount to be paid. They also receive a course assignment document for each class to be taught; this details the course, education center, salary for the course, and appointment period dates.

Adjunct faculty members should read each appointment document carefully and promptly return it to the Office of the Director once it has been signed. They will also receive instructions by e-mail on how to process the course assignment document(s). If any of the information on these documents appears to be incorrect or if there is a question about salary or rank, faculty members should contact the Office of the Director immediately.

During the period stated in the appointment document, adjunct faculty members may receive one or more assignments for each stated “service period,” that is, for a single academic session. The appointment as an employee of the university is in effect until the employee is terminated. Teaching assignments may be modified, and the final assignment for a service period will be listed in the course assignment document(s). These assignments take effect when all documents are signed and returned promptly, as instructed.

2.5 Renewal of Appointment

The provisions of UMUC’s general appointment, rank, and promotion policy do not apply to UMUC collegiate faculty teaching with UMUC Europe with regard to renewal of appointment. UMUC collegiate faculty appointments in Europe are only for one calendar year or less. UMUC is under no obligation to extend an appointment beyond the expiration date of the individual faculty member’s appointment period.

Adjunct faculty members are appointed for individual, specific academic sessions. When their appointment has expired, UMUC is under no obligation to offer an additional appointment for any period of time.

2.6 Termination of Appointment

Although a faculty appointment is for a stated period, it may be subject to earlier termination, in accordance with UMUC Policy 181.00 Faculty Appointment, Rank, and Promotion (<http://www.umuc.edu/policies/facultypolicies/fac18100.cfm>). Details on issues related to leaving UMUC Europe are provided in Section II.4.16.

2.7 Cancellation of Courses

Although UMUC Europe may attempt to notify a faculty member of a course being canceled, it is the faculty member’s responsibility to know the status of his or her course. Faculty members can determine if a course has been canceled through the faculty portal in MyUMUC by following these links: Faculty Portal Menu > Faculty Self-Service > My Academics > Class Lists > View My Class Schedule. Canceled courses will not appear on the list. Faculty members may also contact their local field representative before the session starts.

3. TEACHING ASSIGNMENTS

Teaching assignments each session are based on the academic and scheduling needs of UMUC Europe and the course needs of UMUC Europe students. The UMUC Europe Scheduling Office tries to notify faculty members about the courses they will be assigned to teach as far in advance as possible. However, course schedules and staffing can change. Therefore, a faculty member's expected course may be rescheduled, canceled, or assigned to another faculty member (possibly at short notice) before the start of classes. It is the faculty member's responsibility to maintain close contact with the regional enrollment manager concerning the status of assigned courses before the start of classes. It is also the faculty member's responsibility to let the regional enrollment manager know how to contact him or her during this time. If the faculty member is scheduled to relocate for a new assignment, he or she must also stay in close contact with the Logistics Office before relocating to be sure that circumstances have not changed.

If an adjunct faculty member's assigned course is canceled or assigned to another faculty member before the start of the class, that faculty member's course assignment will be terminated.

3.1 Geographic Teaching Areas

Collegiate faculty members may be assigned to a specific geographic area within UMUC Europe; if so, this is indicated in the appointment document. If the appointment document indicates that a faculty member may be assigned to all areas served by UMUC Europe, it is very possible that he or she will not remain at one education center for more than one session of classes. It is the responsibility of the faculty member to make arrangements for relocation.

Most adjunct faculty members do not move from location to location; they teach when courses for which they are qualified are offered at installations near their homes or places of employment.

Collegiate faculty members who are subject to relocation at any time during an academic year are known as collegiate traveling faculty. Collegiate faculty members who typically teach in one geographic location are known as collegiate residential faculty. Based on the needs of the program, some collegiate residential faculty members may be asked to relocate for temporary teaching assignments within a geographic region. Reassignments can occur if the educational services required by the government have been reduced, the faculty member's assigned courses have been eliminated, forces at an installation in the geographical area in which the faculty member has been appointed to teach have been reduced or moved, or the level of services provided to the government materially declines during the term of the appointment.

3.2 Workload

In addition to teaching within the session dates, all faculty members are required to perform certain activities related to teaching their course(s) before or after the session dates. Examples of such related duties include modifying, submitting, and posting syllabi; collecting or returning teaching materials; creating makeup exams; and submitting grades and student attendance. Faculty assignments include these activities, and they are a required part of a faculty assignment. There is no additional compensation for these activities.

3.2.1 Collegiate Faculty

The standard instructional load for full-time collegiate faculty who are appointed by UMUC Europe with a 12-month service period is 27 credits per academic year. The standard instructional load for full-time collegiate faculty appointed by UMUC Europe with a 10-month service period is 24 credits during the term of the contract. UMUC Policy 181.20 Faculty Workload (<http://www.umuc.edu/policies/facultypolicies/fac18120.cfm>) provides complete information.

3.2.2 Adjunct Faculty

The maximum workload for adjunct faculty is based upon a full-time load of 30 credits per academic year. The maximum instructional load for adjunct faculty is set at 50 percent of the full-time teaching load—or no more

3. TEACHING ASSIGNMENTS

than 15 credits over an academic year. This figure represents the maximum instructional load for adjunct faculty and should not be construed as an entitlement or expectation. UMUC Policy 181.20 Faculty Workload (<http://www.umuc.edu/policies/facultypolicies/fac18120.cfm>) provides complete information on this subject.

3.3 Overload and Concurrent Teaching Assignments

3.3.1 Overload Assignments for Collegiate Faculty

Individuals whose primary duty is serving as collegiate faculty members may be requested to teach courses in excess of the established teaching load. These additional courses constitute overload teaching. Overload teaching is performed for UMUC for additional compensation for a specific, finite period of time, when such teaching is not detailed in the appointment agreement. Collegiate faculty members receive a separate assignment for each overload course to be taught.

UMUC Policy 181.20 Faculty Workload (<http://www.umuc.edu/policies/facultypolicies/fac18120.cfm>) states that no faculty member shall teach more than 45 credits during any given academic year. Collegiate faculty members may be assigned to teach overload courses as needed, provided that they do not exceed this maximum. A faculty member whose primary duty is serving as a collegiate faculty member is required to accept any overload assignments offered to him or her up to this stated limit.

3.3.2 Concurrent Teaching Assignments

Concurrent teaching is a form of internal overload, performed for UMUC for additional compensation for a specific, finite period of time, when such teaching is not stated in the appointment agreement. Concurrent duty collegiate faculty members (for example, senior academic staff who also teach) receive a concurrent teaching assignment letter for each course taught.

A concurrent teaching assignment may be terminated at any time for any reason, including cancellation of the assigned course or the assignment of another individual to that course, before the start of the course. Notice is given if a concurrent teaching assignment is terminated. Although UMUC may terminate a concurrent teaching assignment if an employee is separated from his or her primary employment with UMUC, UMUC may also continue the concurrent teaching assignment and the assignment letter will serve as an appointment agreement.

Concurrent teaching assignments cannot exceed 15 credits for the 12-month academic year. Concurrent teaching assignments are governed by UMUC Policy 420.31 Overload Teaching or Training by UMUC Annually Appointed Faculty, Academic Administrators, Associate Staff, and Nonexempt Staff (<http://www.umuc.edu/policies/hrpolicies/hr42031.cfm>).

3.4 Additional Pay Assignments

Faculty members may be requested to perform other academic duties from time to time, including course development, supervision of independent or doctoral studies, cooperative education mentoring or sponsorship, prior learning/EXCEL portfolio review, and work with the Center for Teaching and Learning (including serving as WebTycho trainers, peer mentors, coaches, etc.). To the extent that these duties are in excess of the duties established by appointment agreements, faculty members who perform these duties may be eligible to receive additional pay. These assignments are collectively referred to as “additional pay assignments.” Additional pay assignments are paid subject to the terms of the assignment. An additional pay assignment may be terminated at any time for any reason, including cancellation of the assignment or the appointment of another individual to that assignment.

Notice is given if an additional pay assignment is terminated. Although UMUC may terminate any additional pay assignments if an employee is separated from his or her primary employment with UMUC, UMUC may also continue the additional pay assignment; in such cases, the assignment letter serves as an appointment agree-

3. TEACHING ASSIGNMENTS

ment. Appointment agreements, under those circumstances, are subject to the applicable policies of the USM and UMUC; such policies and practices are not incorporated into an appointment agreement. An additional pay assignment is solely for the assignment(s) specified. UMUC may offer further additional pay assignments but is not obligated to do so.

3.5 Absences

If a faculty member is prevented from attending an on-site class because of illness or emergency circumstances, he or she should immediately inform the regional enrollment manager and field representative (described in Section II.1) so that the students can be notified. All canceled class sessions must be made up. The students and the regional enrollment manager must agree on the time and location of any makeup sessions. Faculty members teaching online classes must notify students and their distance education office immediately in case of emergency or well in advance if they plan to be unavailable for a few days. Faculty members who cease to actively participate in their online course are subject to termination.

3.6 Guest Lectures

Occasionally, faculty members may invite a guest lecturer to discuss special aspects of the course. The individual should be a well-qualified expert in the field who can bring new dimensions and insights to the topic.

Faculty members should always check with the Office of the Associate Dean and the regional enrollment manager before making a commitment to a guest lecturer. The faculty member must be present when the guest lecturer is in the classroom. Any exceptions to this must be cleared by both the Office of the Associate Dean and the education services officer. If possible, arrangements of this sort should be made at the beginning of the session.

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4.1 UMUC E-Mail Account

All faculty members, including adjunct faculty, are assigned a standard UMUC Europe e-mail address (e.g., *jdoe@faculty.ed.umuc.edu*) to enable them to communicate easily with university administrators and students.

4.2 Maintaining Accurate Faculty Information

To generate appointment documents, paychecks, mailing labels, and e-mail and hard-copy notices, UMUC staff members rely on the faculty records contained in MyUMUC, available at <https://my.umuc.edu>. Faculty members should update any changes in their personal information through the staff portal of MyUMUC. They should also notify the Office of Human Resources regarding any legal changes to personal information.

4.3 Eligibility for Logistical Support

Current military agreements allow logistical support to be extended to UMUC Europe collegiate faculty members, who must

- Be available and needed for at least 3 credits each session at times and locations as required by UMUC Europe. This includes morning, noon, teatime, evening, and weekend classes and hybrid classes, so that UMUC Europe can offer classes as requested by the military to meet student needs.
- Be serving exclusively in support of education programs under government contracts for U.S. Armed Forces. This means that the faculty member cannot also be working on the local economy.
- Be a U.S. citizen or other NATO national. (In Italy, only U.S. citizens qualify for logistical support.)
- Not be a national or ordinarily resident in the country in which he or she is working, as defined in United States Air Forces in Europe (USAREUR) Regulation 600-700, Section III, 7-13 (<https://aepubs.army.mil/pdfpubs/AER600-700.htm#P07-13>) and AE Supplement 1 to AR 690-300.301 paragraph 5-1.1(a) (http://www.per.hqusareur.army.mil/CPD/Reference_Library/docs/sup1_690_300_301.pdf). The definitions provided in these regulations apply to Germany and to other countries, unless otherwise defined for those countries. The appropriate definition of ordinarily resident is used only to determine a faculty member's eligibility for logistical support within the country in which he or she is working. For more information, faculty members should contact the Office of Human Resources.

Faculty members who meet all these criteria may be eligible to receive a U.S. Department of Defense Uniformed Services identification and privilege card (ID card), also known as a common access card (CAC), or a U.S. Army Europe (USAFE) privilege and identification card, depending on the military installations at which faculty members teach.

For faculty members who are eligible for logistical support, UMUC Europe provides additional benefits in accordance with the status of forces agreement (SOFA). Faculty members should contact the Office of Human Resources for more information. Note: The SOFA governing eligibility for logistical support is different in each country. In some locations, it may not be possible for UMUC Europe faculty to obtain logistical support.

4.4 Payroll Schedule

All UMUC Europe faculty are paid throughout the term of their appointment agreements or course assignments, as applicable. Collegiate faculty members are paid their salary in equal monthly payments over a year, regardless of whether they have a 10-month or a 12-month appointment agreement.

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Adjunct faculty members are paid, based on session start dates, over a two-month period for on-site courses and over a three-month period for online courses. Faculty members with concurrent assignments are paid on the adjunct faculty pay schedule for those concurrent assignments.

If a faculty member separates from service before the ending date of his or her appointment, the faculty member is paid all earned salary that has not yet been paid in a single lump sum. This sum is paid within 30 days of the end of the pay period in which the separation from service occurred. "Separation from service" has the same meaning as provided in Section 409A of the Internal Revenue Code and associated regulations and "includes any voluntary or involuntary termination from service, including (but not limited to) retirement or death."

4.5 Taxes

At the time of faculty appointment and thereafter upon request, a representative from the Office of Human Resources is available to discuss any taxes or tax exemptions that may be applicable. Many UMUC Europe faculty members qualify for the foreign earned income exclusion and exclude some or all of their income from U.S. federal taxation. However, each faculty member is responsible for understanding his or her own situation relating to taxes. To contact a Human Resources representative, faculty members should e-mail hr@europe.umuc.edu. If a faculty member is eligible for the exclusion and an exemption from taxes is elected, he or she must complete a new W-4 each year.

4.6 Currency Adjustment

For collegiate faculty members in Europe (depending on where they are living), UMUC Europe may provide a currency adjustment to partially offset the effect of the devaluation of the U.S. dollar and more equitably compensate collegiate faculty assigned to higher cost areas. Faculty members may visit the faculty Web page at <http://www.ed.umuc.edu/faculty> for details on the availability of the currency adjustment and information on how it is computed.

4.7 Health Insurance

UMUC Europe collegiate faculty members are generally eligible for health insurance and other benefits. These benefit plans are described in the current UMUC Europe benefits packet. Faculty members eligible for coverage are urged to study the benefit plans carefully and select the benefits coverage that meets their individual needs. New employees are given an initial window during which they may enroll in the benefits offered, and open enrollment occurs at least annually. Faculty members may request a copy of the current benefits packet from the Office of Human Resources at hrbenefits@europe.umuc.edu.

4.8 Tuition Remission

Tuition remission may be available for collegiate faculty, staff, and their families, within set limitations. The UMUC Overseas Human Resource Policy Manual (http://www.ed.umuc.edu/staff/faculty/hr/Benefit_Pages/Tuition_Remission/index.html) governs the administration of this benefit.

4.9 Annual Leave

USM Policy II-2.40 on Annual Leave for Faculty does not apply to UMUC Europe faculty. However, UMUC Europe collegiate faculty may have time off between sessions when they are teaching on-site classes.

4.10 Sick Leave

USM Policy II-2.30 on Accident Leave and Creditable and Noncreditable Sick Leave for Faculty Members (<http://www.usmd.edu/regents/bylaws/SectionII/II230.html>) governs the accrual and use of sick leave for collegiate faculty.

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Unused accrued sick leave will not be paid upon separation from the university nor will it be restored upon reappointment with UMUC if reappointment occurs three or more years after the effective date of separation.

4.11 Transfer of Overseas Employees

UMUC Policy 100.10 Transfer of Overseas Employees (<http://www.umuc.edu/policies/hrpolicies/hr10010.cfm>) governs the transfer of UMUC Asia and UMUC Europe staff and faculty to positions with UMUC Stateside.

4.12 Financial Support for Professional Development

The mission of the Office of Training, Professional Development, and Special Projects is to promote the professional development of all UMUC Europe faculty members, with the goal of improving the quality of teaching in the online and on-site classroom. The office sponsors a number of grant and award programs, as well as new faculty orientations and other professional faculty teaching workshops. Further information is provided by the Center for Teaching and Learning at <http://www.umuc.edu/ctl/index.cfm> Faculty members should also contact the director, Training and Development.

4.13 Faculty Travel Grant Program Guidelines

The purpose of the Travel Grant Program is to support faculty professional travel which has the potential for enhancing and enriching UMUC Europe students' classroom experiences. Typically, support is provided to enable faculty members to attend a professional meeting or conference at which they are scheduled to deliver a paper or participate in a significant way. Each recipient of a travel grant is expected to share the results of the conference with fellow faculty either through a presentation at a faculty discipline meeting, an article in a faculty newsletter, or some similar medium.

Grants of up to \$400 are available for travel and conference attendance within Europe; for travel outside Europe, grants of up to \$850 are available. Participation is open to all faculty members who have taught with UMUC Europe for at least one year (five terms), will be teaching with UMUC Europe for at least another year, and have not received a travel grant within the past two years. Grants are available only to faculty members who do not receive funds for attending the conference from other sources. Since the number of faculty travel grants awarded depends on the availability of funds, all eligible applications may not be approved. *No grant stipends* are given in advance.

To request reimbursement of funds, faculty members should visit the UMUC Europe faculty home page at <http://www.ed.umuc.edu/staff/faculty/index.html> and complete the Faculty Travel Grant form. When submitting an expense voucher after the conference, faculty members should attach only original copies. Expense vouchers for reimbursement should be turned in to the Office of Training, Professional Development, and Special Projects along with the paper presented, so that it might be disseminated through the faculty newsletter, a presentation for a faculty discipline meeting, or a similar medium. Reimbursement is paid upon completion of the approved project.

Questions, comments, or concerns should be directed to the Office of Training, Professional Development, and Special Projects at edtrngdev@ed.umuc.edu.

4.14 Travel

4.14.1 Transportation to and from Assignments

The Logistics Office will either provide faculty members with the documents they need to access the base where they are assigned to teach or tell them how to obtain such documents.

If an assignment requires that a faculty member relocate from where he or she has been living, he or she should contact the Logistics Office for information for how to proceed. Often there is a set dollar amount that a faculty

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member can be reimbursed, and any expenses beyond it will not be reimbursed unless the faculty member has been given explicit authorization from the Logistics Office, the director of European Operations, or the director of Downrange Operations.

4.14.2 Required Documents

Before leaving for an assignment, faculty members must be sure they have the following documents:

- Any military documents required.
- A passport that will not require renewal during the assignment (or within six months of that time).
- A visa, if required.
- A CAC or ID card, which should be carried at all times.
- Valid vehicle registration.

4.14.3 Flying on Military Aircraft

Travel on U.S. military aircraft is not authorized for UMUC Europe employees.

4.15 Expense Reimbursement for Travel and Other Items

Faculty members are reimbursed for travel for classroom teaching over distances greater than 10 miles one-way, whether they travel by privately owned vehicle or by public transportation. Reimbursement for travel by privately owned vehicle is based on current mileage rates and includes toll costs. Receipts are required for all travel reimbursement other than mileage. If receipts are not available, UMUC Europe Accounts Payable Office determines if the claimed expense is reimbursable. Reimbursement for taxi fees requires advance approval by the director of Europe Operations. Travel for purposes other than classroom teaching also requires advance written approval. Faculty members may be eligible for reimbursement for per diem expenses, lodging, moving expenses, and classroom materials.

Information on current mileage rates and instructions on submitting expense vouchers can be found at https://www.ed.umuc.edu/faculty/TRAVEL_REIMBURSEMENT_REV.html.

4.15.1 Moving Expenses

A collegiate residential faculty member who moves from one location to another during sessions at the university's request is eligible for a \$300 relocation allowance. The move must be agreed upon in advance and confirmed in writing by the associate dean or the director, UMUC Europe. Payment must be approved by the UMUC Europe director.

Faculty members are responsible for expenses associated with transporting or mailing personal property when they move from one assignment to another. Allowances for mailing personal property when leaving UMUC Europe are discussed in Section 4.15.

4.15.2 Visiting Heidelberg on Official Business

The cost of traveling to and from and staying at Heidelberg between sessions is generally not a reimbursable expense unless authorized in advance by the associate dean or the director, UMUC Europe.

If faculty members need to visit Heidelberg offices *on official business* and currently live far enough away that they would need to stay overnight, they must contact the Logistics Office to find out what, if any, travel expenses associated with the trip may be reimbursed. Faculty members are urged to check before they travel.

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4.15.3 Miscellaneous Teaching Expenses

All requests for reimbursement of teaching expenditures must be supported with receipts. Miscellaneous expenditures might include routine teaching supplies as well as supplementary texts or other course materials beyond the required textbook(s). Questions about expense vouchers should be directed to European Operations at europs@europe.umuc.edu.

4.15.4 Submitting Expense Vouchers

Expense vouchers are to be submitted at the end of the session. Receipts must be attached and the voucher signed by the individual requesting reimbursement. The voucher needs to be approved and signed by the director of Europe Operations. Vouchers without signatures will *not* be honored. Expenses not supported by receipts will normally not be reimbursed.

Expense vouchers should include an address for the location where either the expense check or the deposit ticket is to be mailed. Vouchers requesting direct deposit *must* include a deposit ticket with each voucher submitted.

Faculty members should allow approximately four weeks from the date a voucher is submitted to the director of Europe Operations for signature for receipt of payment. If, after one month, a payment has not been received and no deposit has been made, faculty members should contact the director of Europe Operations.

Faculty members should keep a copy of their voucher and photocopies of receipts just in case the voucher is lost in the mail.

Faculty members may now submit expense vouchers electronically. The Business Office can provide information on how to do this.

4.16 Leaving UMUC Europe

Faculty members must personally “clear” or “out-process” from an installation before leaving UMUC Europe. The Office of Human Resources provides an out-processing checklist that includes

- Giving notice at least one session before leaving UMUC Europe.
- Returning all logistical support items to the appropriate authority, closing any military bank accounts, canceling any military post office box arrangements, returning any borrowed books from military libraries, having one’s status of forces certificate invalidated, and settling any Bachelor Officer’s Quarters accounts.
- Contacting the Payroll Office and leaving a forwarding address for the W-2 mailing, as well as notifying the Logistics Office and the Mailroom.
- Returning books and CDs to UMUC’s Faculty Loan Library and turning in keys and equipment.
- Checking with Human Resources about cancellation of benefits and the options for continuing medical insurance and canceling any German insurance.
- Arranging for the shipping or legal disposal of any automobiles and extending or canceling auto insurance.
- Completing other tasks required by the UMUC Europe Logistics Office or other UMUC Europe offices, such as turning in all final grades and clearing with the Grades Office.

Faculty members should also ask the UMUC Europe Logistics Office for the most current information on issues related to leaving UMUC Europe. That office will either answer the questions or refer faculty members to the appropriate office for the answers.

4. FINANCIAL AND HUMAN RESOURCE INFORMATION

4.16.1 Home Leave

There is no “home leave” provided by either the military services or UMUC, no matter how long a collegiate faculty member remains overseas. In other words, whenever a collegiate faculty member travels to the United States on personal business during his or her time with UMUC, it is always at the individual’s expense.

4.16.2 Returning to the United States at the End of Overseas Service

When faculty members are terminating employment with UMUC Europe and returning to the United States, they must dispose of their vehicle in an appropriate way and turn in their CAC or ID card to the UMUC Europe Logistics Office.

Collegiate faculty hired stateside who traveled to Europe on U.S. government documents and have completed their teaching obligation with UMUC Europe are eligible for a return trip, generally to their point of origin, at UMUC Europe’s expense at the end of their overseas service. This benefit is not available if the collegiate faculty member only wishes to return to United States for the summer break and return to Europe again in the fall.

To be granted a return trip to the United States, the collegiate faculty member must inform the UMUC Europe Logistics Office at least 30 days before his or her desired departure date. Faculty members should note that collegiate faculty members must leave Europe no later than 14 days after the end of the session. Collegiate faculty members who wish to remain in Europe beyond this period are required to terminate their status of forces agreement status and obtain a visa to remain in their host country. Doing so will jeopardize the person’s benefit of returning to the United States at government expense. Since provisions may change over time, faculty members are urged to check with Human Resources and the Logistics Office for the most current information.

4.16.3 Transportation of Personal Property When Leaving UMUC Europe

The transportation of personal items (household goods/unaccompanied baggage) from the United States to Europe or from Europe to the United States at UMUC Europe expense is not authorized for UMUC collegiate faculty. However, faculty members in Europe may be eligible for up to \$200 reimbursement for mailing and shipping expenses when they end employment with UMUC Europe and return to the United States.

Collegiate faculty members are solely responsible for the shipment of all personal property. UMUC is not responsible for arranging transportation, transporting, or shipping the collegiate faculty member’s personal property. UMUC will not act as a go-between with the shipping company. In addition, UMUC Europe may not be held in any way accountable for the trustworthiness, integrity, and reliability of the shipping agent the faculty member elects to use. Finally, UMUC is not responsible for lost, stolen, or damaged personal property processed or shipped through a commercial or government agency. Any claims against a shipping company for lost, stolen, or damaged personal property is a matter between the collegiate faculty member and the shipping company. At no time will UMUC act as a mediator or adjudicator or provide legal assistance in proceedings associated with an insurance claim initiated either by the collegiate faculty member or the shipping agent.

APPENDICES



APPENDIX A: ACADEMIC STRUCTURE OF THE SCHOOL OF UNDERGRADUATE STUDIES

VICE PROVOST AND DEAN	ASSOCIATE DEAN	ASSISTANT DEANS	ACADEMIC DIRECTORS
<ul style="list-style-type: none"> • Serves as the chief academic officer of the School of Undergraduate Studies. • Provides leadership and strategic planning for undergraduate academic programs and policies worldwide. • Implements the university's strategic vision for quality assurance, student success, and the assessment of learning outcomes. 	<ul style="list-style-type: none"> • Ensures the development of new curricula and academic policy in compliance with the university's academic standards and strategic goals. • Leads the School of Undergraduate Studies assessment initiative. • Focuses on strategic academic projects and internal and external reporting. • Represents the dean on various UMUC worldwide committees that deal with curricula, external relations, enrollment, academic affairs, and student affairs. 	<ul style="list-style-type: none"> • Supervise UMUC's academic departments worldwide and lead the worldwide curricular development and academic standards efforts at the departmental levels. • Implement strategic academic initiatives in disciplinary programs. • Integrate assessment activities within departmental disciplines. • Advise academic directors of any changes in academic policy, curricula, or strategic initiatives. • Represent the academic units in working with other university departments to ensure that the university's strategic goals are met. • Lead the process to revise/discontinue existing curricula to meet the needs of the changing professional workforce. • Coordinate with deans overseas to enforce academic standards across discipline areas worldwide. 	<ul style="list-style-type: none"> • Serve as worldwide academic leaders for their respective area or discipline. • Are responsible for the development and revision of the university curricula in their respective area or discipline. • Provide intellectual expertise and academic management to the discipline. • Coordinate with assistant deans to implement programs and courses and learning outcomes assessment. • Set and implement discipline-specific academic standards at the program or course level. • Deliver programs and courses within the School of Undergraduate Studies • Hire faculty to teach specific UMUC stateside courses and recommend faculty ranks for appointment and promotion. • Evaluate UMUC State-side faculty performance to ensure best teaching practices. • Advise UMUC State-side faculty on curricula and academic policy issues.

APPENDIX B: ACADEMIC STRUCTURE OF THE GRADUATE SCHOOL OF MANAGEMENT AND TECHNOLOGY

VICE PROVOST AND DEAN	ASSOCIATE DEANS/ ASSISTANT DEANS	ACADEMIC CHAIRS	PROGRAM DIRECTORS
<ul style="list-style-type: none"> • Serves as the chief academic officer of the Graduate School of Management and Technology. • Provides leadership and strategic planning for graduate academic programs and policies. • Implements the university's strategic vision for quality assurance, student success, and the assessment of learning outcomes for its graduate students. 	<ul style="list-style-type: none"> • Ensure the development of new curricula and academic policy in compliance with the university's academic standards and strategic goals. • Lead the Graduate School outcomes assessment initiative. • Focus upon strategic academic projects and internal and external reporting. • Represent the dean on various UMUC worldwide committees that deal with curricula, strategic planning, external relations, enrollment, academic affairs, student affairs, and international programs. • Provide operational oversight of the Graduate School personnel function, faculty appointment, instructional materials, facilities, information technology, student relations, budget and enrollments to ensure efficient management and utilization of resources. • Oversee departmental marketing and promotional initiatives associated with academic program success and expansion. 	<ul style="list-style-type: none"> • Supervise UMUC's graduate academic departments and program directors and lead the curricular development and academic standards efforts at the departmental levels. • Implement strategic academic initiatives in disciplinary programs. • Integrate assessment activities within departmental disciplines. • Advise program directors of any changes in academic policy, curricula, or strategic initiatives. • Represent the academic units in working with other university departments to ensure that the university's strategic goals are met. • Lead the process to revise/discontinue existing curricula to meet the needs of the changing professional workforce. 	<ul style="list-style-type: none"> • Serve as academic leaders for their respective graduate subject area or discipline. • Are responsible for the development and revision of the university curricula in their respective area or discipline. • Provide intellectual expertise and academic management to the discipline. • Coordinate with associate and assistant deans to implement programs and courses and learning outcomes assessment. • Set and implement discipline-specific academic standards at the program or course level. • Deliver programs and courses within the Graduate School. • Hire faculty to teach specific UMUC stateside courses and recommend faculty ranks for appointment and promotion. • Evaluate UMUC State-side faculty performance to ensure best teaching practices. • Advise UMUC State-side faculty on curricula and academic policy issues.

APPENDIX C: ACADEMIC STRUCTURE IN UMUC EUROPE AND UMUC ASIA

ASSOCIATE DEANS	ACADEMIC COORDINATORS	REGIONAL ENROLLMENT MANAGERS
<ul style="list-style-type: none"> • Serve as the senior academic officer of UMUC Asia/Europe. • Provide leadership on the implementation of UMUC academic initiatives in UMUC Asia/Europe. • Advise UMUC Asia/Europe regional enrollment managers of changes in academic curricula or strategic initiatives. • Collaborate with UMUC Stateside assistant deans to ensure that all programs and courses offered in Asia/Europe meet UMUC standards. • Ensure that all programs and courses offered in UMUC Asia/Europe comply with requirements of academic policies. • Represent UMUC Asia/Europe on appropriate UMUC institution-wide committees (curriculum committee, academic affairs committee, etc.) • Recommend Asia/Europe faculty ranks for appointment and promotion to the Asia/Europe director and to the School of Undergraduate Studies dean. 	<ul style="list-style-type: none"> • Work with the division director to recruit, evaluate, develop, and orient new faculty. • Work with the regional enrollment managers to recruit and evaluate adjunct faculty and orient incoming collegiate faculty. • Review credentials and approve faculty to teach specific UMUC courses in Asia/Europe. • Coordinate with stateside assistant deans and academic/program directors on curricular matters and ensure that offerings in Asia/Europe meet UMUC standards. • Evaluate UMUC Asia/Europe faculty teaching effectiveness and provide feedback to faculty, regional enrollment managers, the associate dean, and the division director. • Identify professional development needs of UMUC Asia/Europe faculty and coordinate delivery with the School of Undergraduate Studies or the Center for Teaching and Learning. • Advise UMUC Asia/Europe faculty on curricula and academic policy issues. 	<ul style="list-style-type: none"> • Coordinate all aspects of UMUC program delivery at installations in their geographic area of responsibility. • Manage collegiate and adjunct faculty. • Create and staff course schedules for installations in their academic areas, in coordination with education services officers (ESOs).* • Assist field representative coordinator in supervising field representatives at each installation in their region.** • Recruit collegiate and local adjunct faculty as needed for staffing schedules. • Orient, assign, and retain faculty. • Monitor registration each academic session and, in coordination with ESOs, decide which sections are offered and canceled. • Serve as the local UMUC Asia/Europe representative to the military. <p>* <i>Process currently under review in UMUC Europe.</i> **<i>Field representative coordinator position in UMUC Asia only.</i></p>