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 stateside faculty only. For complete editions of the handbook containing information appropriate for their respective geographic division, UMUC Europe and UMUC Asia faculty members should access the appropriate UMUC Web site: http://www.ed.umuc.edu for UMUC Europe or http://www.asia.umuc.edu for UMUC Asia.

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 Stateside 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.
TABLE OF CONTENTS

Preface to the Stateside Edition ................................................................. i
Welcome Message from the Provost ....................................................... v

PART I   Information for UMUC Faculty Worldwide

1. Overview of UMUC .................................................................................. 1
   1.1 Introduction ....................................................................................... 1
   1.2 Mission, Vision, and Core Values ................................................... 1
   1.3 Focus of UMUC: Student Success ................................................... 2
   1.4 Organization of UMUC: Three Geographical Divisions, Two Schools ... 3
   1.5 Academic Administration and Contacts for Faculty ....................... 3

2. Teaching for UMUC ................................................................................. 5
   2.1 Philosophy ......................................................................................... 5
   2.2 Class Formats ................................................................................. 5
      2.2.1 Online via WebTycho ................................................................. 5
      2.2.2 On-Site Courses ...................................................................... 6
      2.2.3 Hybrid or Blended Courses ..................................................... 6
      2.2.4 Independent Studies ................................................................. 6
   2.3 Best Instructional Practices .............................................................. 6
   2.4 Classroom Interaction ..................................................................... 7
   2.5 Availability to Students .................................................................. 7
   2.6 Proctored Final Exams .................................................................... 8
   2.7 Grading Standards, Policies, and Procedures ................................... 8
      2.7.1 Academic Rigor ...................................................................... 8
      2.7.2 Grading Methods .................................................................... 8
      2.7.3 Undergraduate Grade Definitions ....................................... 9
      2.7.4 Graduate Grade Definitions .................................................. 9
      2.7.5 Additional Marks .................................................................. 10
      2.7.6 Recording Grades via the WebTycho Grade Book ................. 11
      2.7.7 Submitting or Changing Official Final Grades in MyUMUC ...... 11
   2.8 Grade Appeals ................................................................................. 11
   2.9 Handling Academic Dishonesty and Plagiarism ............................... 12
   2.10 Copyright and Fair Use in the Classroom ....................................... 12

3. Student Learning Outcomes Assessment .............................................. 13

4. UMUC’s Worldwide Faculty ................................................................. 14
   4.1 Faculty Profile ................................................................................. 14
   4.2 Global Shared Governance ............................................................. 14
# TABLE OF CONTENTS

## 5. Faculty Community

5.1 For New Faculty or Faculty New to Online Teaching  
5.1.1 New Faculty Orientation  
5.1.2 CTLA 201 Teaching with WebTycho  
5.1.3 Peer Mentoring Program  
5.1.4 Sexual Harassment Prevention Training  
5.2 Faculty Meetings and Discussion  
5.2.1 Online Faculty Discussions: WebTycho 999 Sections  
5.2.2 On-Site Faculty Meetings  
5.2.3 Online Faculty Forum Discussion Series

## 6. Faculty Recognition and Continuing Professional Development

6.1 Faculty Development Workshop Program  
6.2 Awards for Teaching Excellence  
6.3 Support for Faculty Research and Professional Development

## 7. Worldwide Academic Support Services and Resources

7.1 Institutional Commitment to Effective Instruction  
7.2 Summary of Instructional Support Services and Resources  
7.3 Summary of Administrative, Logistical, and Technical Support for Faculty  
7.4 Offices Providing Academic Support Services  
7.4.1 Instructional Services and Support  
7.4.2 Information and Library Services  
7.4.3 Effective Writing Center  
7.4.4 Center for Intellectual Property

## 8. UMUC Policies: Faculty Rights and Responsibilities

8.1 Professional Integrity and Misconduct  
8.2 Course Evaluations  
8.3 Faculty Performance Assessment  
8.4 Faculty Grievance Procedure  
8.5 Class Meetings and Contingency Planning  
8.5.1 Class Meetings  
8.5.2 Classroom Interruption Planning Guide  
8.5.3 Religious Observances

## 9. UMUC Policies: Student Affairs

9.1 Disability Services  
9.2 Discrimination and Sexual Harassment  
9.3 Confidentiality and Disclosure of Student Records (FERPA)  
9.4 Plagiarism and Academic Integrity  
9.5 Student Grievances and Conflict Resolution  
9.6 Code of Student Conduct  
9.7 Drugs and Alcohol
TABLE OF CONTENTS

PART II   Information for UMUC Stateside Faculty Only

1. Faculty Recruitment, Appointment, Rank, and Promotion ____________________ 26
   1.1 Requirements for Appointment and Promotion ___________________________ 26
   1.2 Faculty Categories and Ranks _________________________________________ 26
      1.2.1 Collegiate Faculty Categories and Ranks _____________________________ 26
      1.2.2 Adjunct Faculty Categories and Ranks _______________________________ 27
   1.3 Appointment Documents _______________________________________________ 27
      1.3.1 Collegiate Faculty Appointment Documents ___________________________ 27
      1.3.2 Adjunct Faculty Appointment Documents _____________________________ 27
   1.4 Participation Status __________________________________________________ 28
   1.5 Renewal of Appointment ______________________________________________ 28
   1.6 Termination of Appointment ____________________________________________ 28
   1.7 Cancellation of Courses ______________________________________________ 28

2. Teaching Assignments ___________________________________________________ 29
   2.1 Workload: General Guidelines __________________________________________ 29
      2.1.1 Collegiate Faculty ________________________________________________ 29
      2.1.2 Adjunct Faculty __________________________________________________ 29
   2.2 Maximum Instructional Load and Overload Assignments for Collegiate Faculty __________________________ 29
   2.3 Concurrent Teaching Assignments ______________________________________ 30
   2.4 Additional Pay Assignments ___________________________________________ 30
   2.5 Absences ____________________________________________________________ 30
   2.6 Emergency Closure __________________________________________________ 31
   2.7 Support Personnel ___________________________________________________ 31
   2.8 Guest Lecturers ______________________________________________________ 31

3. Financial and Human Resource Information __________________________________ 32
   3.1 Payroll Schedule ____________________________________________________ 32
   3.2 Taxes __________________________________________________________________ 32
   3.3 Benefits for Collegiate Faculty Stateside ________________________________ 32
      3.3.1 Tuition Remission ________________________________________________ 32
      3.3.2 Annual Leave ____________________________________________________ 32
      3.3.3 Sick Leave ______________________________________________________ 32
      3.3.4 Other Leave ____________________________________________________ 33
      3.3.5 Official Meal Expenses ___________________________________________ 33
   3.4 Benefits for Adjunct Faculty Members Stateside __________________________ 33
   3.5 Travel ______________________________________________________________ 33
   3.6 Maintaining Accurate Faculty Information __________________________________ 33

APPENDICES

Appendix A: Academic Structure of the School of Undergraduate Studies _____Appendix–1

Appendix B: Academic Structure of the Graduate School of Management and Technology _____________________________________________________________Appendix–2

Appendix C: Academic Structure in UMUC Europe and UMUC Asia_______Appendix–3
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
1. OVERVIEW OF UMUC

- 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-
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/ip/ataglance.shtml). The stories of individual UMUC students are presented in the online Student Spotlight (http://www.umuc.edu/your_story/student).

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.
1. OVERVIEW OF UMUC

(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/distance/odell/ctla/expectations/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/distance/odell/ctla/expectations/GSMT_Faculty_Expectations_061506.pdf). Additional guides designed for specific teaching formats include Expectations for Hybrid Teaching (http://www.umuc.edu/distance/odell/ctla/expectations/Expectations_Hybrid_020609.pdf) and the School of Undergraduate Studies Expectations for Face-to-Face Teaching (http://www.umuc.edu/distance/odell/ctla/expectations/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.
2.2.2 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/locate/index.shtml.

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/distance/odell/ctl/expectations/f2f_sus_exp_doc_062306.pdf).

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/facdev/expectations.

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
2. TEACHING FOR UMUC

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 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.
2.6 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/policy/faculty/fac18500.shtml), 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,
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.

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

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.
2. TEACHING FOR UMUC

The following rubric summarizes grading criteria in the Graduate School:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>INTERPRETATION</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent (exceeds standards)</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good (meets standards)</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Below standards</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure—Performance does not meet minimum requirements</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
</tbody>
</table>

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/policy/academic/aa20506.shtml.

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/policy/academic/aa17071.shtml.

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/services/classroster.shtml.
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/policy/academic/aa15025.shtml.

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/distance/odell/ctla/expectations/online_exp_doc_042105.pdf) for undergraduate faculty or Expectations of Faculty Teaching for the Graduate School of Management & Technology (http://www.umuc.edu/distance/odell/ctla/expectations/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/services/postinggrades.shtml.

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.
2. TEACHING FOR UMUC

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/policy/academic/aa13080.shtml), 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/policy/academic/aa15025.shtml. 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/turnitin.shtml.

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/copy.shtml. 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/database/linking.shtml. 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/policy/faculty/fac18100.shtml.

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/distance/odell/ctla/faculty_excellence/index.shtml or the Faculty Focus stories spotlighted at http://www.umuc.edu/your_story/faculty/archives/index.shtml.

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/policy/general/gen2020.shtml).

More information about the FAC, including the e-mail addresses for current council representatives, can be found online at http://www.umuc.edu/gov/fac.
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/facdev/training.html.

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 http://support.umuc.edu/ics/support/default.asp?deptID=8054) 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/distance/odell/ctla/expectations/index.shtml. 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/distance/odell/ctla/peer.shtml). 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/psh/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/distance/odell/ctla/gffs.shtml.
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/distance/odell/ctla/workshops.shtml), 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/distance/odell/ctla/WorkshopSelectionGuide.pdf.

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/facdev. 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.

Intellectual exchange and faculty research interests are further supported by the Working Papers Web page (http://chaucer.umuc.edu/wp/), where faculty can submit their works in progress to their colleagues for feedback.

For completed projects, the Provost’s Office sponsors a yearly award for Best Paper in Online Education Research (http://www.umuc.edu/distance/odell/ctla/provoits_award.shtml).

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.

<table>
<thead>
<tr>
<th>PROVIDER</th>
<th>SERVICES/RESOURCES</th>
<th>CONTACTS/FURTHER INFORMATION</th>
</tr>
</thead>
</table>
| Center for Teaching and Learning, Office of Instructional Services and Support | • CTL 201 Teaching with WebTycho  
• Faculty Development Workshop Program  
• Peer Mentoring Program | http://www.umuc.edu/distance/odell/ctla/index.shtml |
| Center for Instructional Support, Office of Instructional Services and Support | • DE Oracle  
• DE Oracle Live (via Wimba)  
• Faculty Media Lab | http://www.umuc.edu/departments/csi/ |
| Information and Library Services | • 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/library.shtml  
Phone: 800-888-UMUC (8682), ext. 22020; 240-684-2020 |
| Effective Writing Center, School of Undergraduate Studies | • Self-study modules | http://www.umuc.edu/ewc/ |
| Center for Intellectual Property | • Professional development workshops on copyright/academic integrity  
• Virtual Academic Integrity Lab (VAIL) | http://www.umuc.edu/distance/odell/cip/cip.shtml |

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 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.7.4.

<table>
<thead>
<tr>
<th>PROVIDER</th>
<th>SERVICES / RESOURCES</th>
<th>CONTACTS / FURTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyUMUC</td>
<td>• Enter/update personnel information.</td>
<td><a href="https://www.umuc.edu/myumuc/">https://www.umuc.edu/myumuc/</a></td>
</tr>
<tr>
<td></td>
<td>• Access up-to-date class rosters and course material information.</td>
<td>360 Support (contact information provided below)</td>
</tr>
<tr>
<td></td>
<td>• Post final course grades.</td>
<td></td>
</tr>
<tr>
<td>Faculty Services and Communication, Office of Academic Logistics and Support</td>
<td>• Assist with navigating UMUC.</td>
<td><a href="http://www.umuc.edu/faculty.shtml">http://www.umuc.edu/faculty.shtml</a></td>
</tr>
<tr>
<td></td>
<td>• Connect to other UMUC administrative resources.</td>
<td>Phone: 800-888-UMUC (8682), ext. 22605; 240-684-2605</td>
</tr>
<tr>
<td></td>
<td>• Provide parking passes for on-site courses.</td>
<td>E-mail: <a href="mailto:ofstier2@umuc.edu">ofstier2@umuc.edu</a></td>
</tr>
<tr>
<td></td>
<td>• Fulfill faculty duplication requests.</td>
<td>Fax: 240-684-2603</td>
</tr>
<tr>
<td>Faculty Appointments, Office of Academic Logistics and Support</td>
<td>• Assist with responding to appointment documents.</td>
<td><a href="http://www.umuc.edu/faculty/services/ofsf_home.shtml">http://www.umuc.edu/faculty/services/ofsf_home.shtml</a></td>
</tr>
<tr>
<td></td>
<td>• Assist with payroll information.</td>
<td>E-mail: <a href="mailto:contracts@umuc.edu">contracts@umuc.edu</a></td>
</tr>
<tr>
<td>Textbooks, Office of Academic Logistics and Support</td>
<td>• Provide desk copies of course materials for faculty.</td>
<td><a href="http://www.umuc.edu/faculty/services/textadopt.shtml">http://www.umuc.edu/faculty/services/textadopt.shtml</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-mail: <a href="mailto:textbooks@umuc.edu">textbooks@umuc.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone: 240-684-2600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-mail: <a href="mailto:exams@umuc.edu">exams@umuc.edu</a></td>
</tr>
<tr>
<td>UMUC 360 Support, Office of Information Technology</td>
<td>• Provide 24/7 technical support.</td>
<td><a href="http://support.umuc.edu/ics/support/default.asp?deptID=8054">http://support.umuc.edu/ics/support/default.asp?deptID=8054</a></td>
</tr>
<tr>
<td></td>
<td>• Provide WebTycho support.</td>
<td>Phone: 888-360-UMUC (8682); 301-985-6710</td>
</tr>
<tr>
<td></td>
<td>• Provide MyUMUC support.</td>
<td>E-mail: <a href="mailto:facultyservices@umuc.edu">facultyservices@umuc.edu</a></td>
</tr>
</tbody>
</table>

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/oiss/oiss.shtml) 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/departments/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/facdev. Throughout the year, CTL offers new and seasoned faculty worldwide a comprehensive selection of workshops. 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/distance/odell/ctla/certificates.shtml.
7. WORLDWIDE ACADEMIC SUPPORT SERVICES AND RESOURCES

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/faculty.shtml) 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/ugp/ewp_writingcenter) 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/ugp/ewp_writingcenter/modules/plagiarism). 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/distance/odell/cip/cip.shtml.
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/policy/category.shtml#faculty](http://www.umuc.edu/policy/category.shtml#faculty) and [http://www.umuc.edu/policy/category.shtml#academic](http://www.umuc.edu/policy/category.shtml#academic).

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/policy/academic/aa15050.shtml) 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](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...
(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/policy/faculty/fac18500.shtml.

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/SectionII/II400.html), UMUC has developed Policy 45.0 Faculty Grievance Procedures (http://www.umuc.edu/policy/faculty/fac04500.shtml) 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.shtml), 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/policy/academic/aa05100.shtml), UMUC prohibits scheduling examinations on the following religious holidays: Rosh Hashanah, Yom Kippur, and Good Friday.
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/dss.shtml) at 800-888-UMUC, ext. 22287, 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/policy/admin04030.shtml.

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/policy/academic/aa21014.shtml), 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 1.2.9 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/policy/academic/aa15025.shtml), 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/policy/academic/ aa13070.shtml), students may seek redress for the acts or omissions of individual UMUC faculty or staff members, academic departments, or administrative units.
9.6 Code of Student Conduct
In accordance with the USM Policy V-1.00 on Student Affairs (http://www.usmd.edu/regents/bylaws/SectionV/ 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/policy/student/stud15100.shtml), 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/policy/student/stud15100.shtml) 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 Stateside Faculty Only

The previous sections of this handbook apply to all UMUC faculty members worldwide. Part II of this handbook contains information applicable to stateside faculty only. For information specific to their geographical division, overseas faculty members should consult the corresponding section in either the UMUC Europe or UMUC Asia version of this handbook.
UMUC is committed to a faculty distinguished by its superior teaching skills, the level of its professional experience, and its academic achievement.

UMUC Policy 181.00 Faculty Appointment, Rank, and Promotion (http://www.umuc.edu/policy/faculty/fac18100.shtml) governs appointment, rank, and promotion for UMUC’s entire faculty.

1.1 Requirements for Appointment and Promotion

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 (e.g., work permits) as appropriate. Because UMUC offers classes all over the world, and because online faculty members may be located anywhere, each faculty member must notify UMUC of a change in the country of residence while working. A faculty appointment with UMUC Stateside is based on the location initially reported. If a country location is changed, UMUC reserves the right to review the impact of the proposed 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 Stateside to accommodate proposed changes in location. Therefore UMUC Stateside reserves the right to terminate a faculty appointment when a faculty member changes work location from one country to another.

1.2 Faculty Categories and Ranks

UMUC Policy 181.00 Faculty Appointment, Rank, and Promotion (http://www.umuc.edu/policy/faculty/fac18100.shtml) also 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; professor of the practice; and librarian I, librarian II, librarian III, and librarian IV. All faculty positions at UMUC are nontenured.

1.2.1 Collegiate Faculty Categories and Ranks

Full-time faculty at UMUC Stateside fall into three categories:

- **Collegiate faculty hired exclusively for teaching**
  These individuals are hired exclusively as teaching faculty, and being a collegiate faculty member is their primary duty.

- **Collegiate faculty hired as UMUC senior academic staff**
  These individuals have professional responsibilities that are directly related to the instruction, research, scholarship, and service carried out by the academic affairs units. For them, serving as collegiate faculty members is a concurrent duty. Serving as a faculty member does not change their primary status as a staff employee; however, the faculty obligations and UMUC-provided teaching resources that are set out in this handbook and in UMUC’s policies applies to them in connection with their faculty assignments.

- **Professors of the practice**
  These are individuals who have demonstrated excellence and leadership in specific fields.

Both primary duty collegiate faculty and professors of the practice receive an appointment agreement that establishes their teaching loads. The appointment agreement and the applicable policies and practices of UMUC, as discussed in the appointment agreement, establish the terms and conditions of the faculty appointment. Concurrent duty collegiate faculty members receive an assignment for each course they will teach.
1. FACULTY RECRUITMENT, APPOINTMENT, RANK, AND PROMOTION

1.2.2 Adjunct Faculty Categories and Ranks
UMUC Stateside's adjunct faculty includes both individuals hired exclusively as faculty members and UMUC staff members whose professional responsibilities are not directly related to the instruction, research, scholarship, and service carried out by Academic Affairs. For the former, being an adjunct faculty member is a primary duty. For the second group, it is a concurrent duty. Additional information on adjunct faculty ranks is available online at http://www.umuc.edu/policy/faculty/fac18100.shtml.

1.3 Appointment Documents
It is the faculty member's responsibility to understand all the terms and conditions of his or her appointment document, this handbook, and all applicable UMUC policies and practices.

1.3.1 Collegiate Faculty Appointment Documents
All appointment agreements and assignments (collectively "appointment document") for primary and concurrent duty collegiate faculty should be read carefully and signed as indicated. The original of the agreement must be returned in a timely manner. If any of the information appears to be incorrect or if there is a question about salary or rank, faculty members should contact Faculty Services and Communications at ofstier2@umuc.edu 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. Faculty members who do not submit the required payroll and/or benefit documents in a timely manner may experience delays or other difficulties in the processing of their paychecks.

1.3.2 Adjunct Faculty Appointment Documents
Primary duty adjunct faculty members receive an appointment agreement for each class they teach. All appointment agreements in effect at the same time constitute a single agreement with UMUC. The appointment agreements and the applicable policies and practices of UMUC, as discussed in the appointment agreement, establish the terms and conditions of the faculty appointment.

Concurrent duty adjunct faculty members receive an assignment for each course they will teach. Serving as a faculty member does not change their primary status as a staff employee; however, the faculty obligations and UMUC-provided teaching resources set out in this handbook and in UMUC's policies apply to them in connection with their faculty assignments.

Appointment documents should be read carefully and must be accepted online via MyUMUC. Detailed instructions for accepting appointment agreements can be found at http://www.umuc.edu/faculty/appointments/. Appointment documents must be reviewed and accepted in a timely manner each session. If any of the information on the documents appears to be incorrect or if there is a question about salary or rank, faculty members should contact Faculty Appointments at contracts@umuc.edu or Faculty Services and Communications at ofstier2@umuc.edu 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. Faculty members who do not submit the required payroll and/or benefit documents in a timely manner may experience difficulty in the processing of their paychecks.

It is the faculty member's responsibility to understand all the terms and conditions of his or her appointment document, this handbook, and all applicable UMUC policies and practices.
1. FACULTY RECRUITMENT, APPOINTMENT, RANK, AND PROMOTION

1.4 Participation Status

UMUC offers individuals who have been selected to join the UMUC faculty or who previously taught for UMUC an opportunity to participate, or continue to participate, in the UMUC faculty community. Such faculty members are said to be in “participation status.” While in participation status, an individual remains on UMUC’s faculty roster, and UMUC may identify him or her as being a member of UMUC’s faculty. Faculty members in participation status may be invited to join in various faculty-related activities (such as faculty meetings and course-related discussions) and access faculty resources (such as MyUMUC) and examine course-related materials.

Faculty members with questions about participation status should contact their academic administrator.

1.5 Renewal of Appointment

Renewal of faculty appointment is in accordance with UMUC Policy 181.00 Faculty Appointment, Rank, and Promotion (http://www.umuc.edu/policy/faculty/fac18100.shtml). UMUC is under no obligation to renew an appointment.

1.6 Termination of Appointment

Although faculty appointments are for a stated period, they may be subject to earlier termination. Faculty appointments are subject to termination in accordance with UMUC Policy 181.00 Faculty Appointment, Rank, and Promotion (http://www.umuc.edu/policy/faculty/fac18100.shtml). If a faculty member decides to terminate his or her appointment with UMUC, he or she will be required to

- Notify his or her academic administrator in writing that he or she will no longer teach for the university.
- Turn in all final grades.
- Update home and mailing addresses in MyUMUC and the Central Processing Bureau Web site to ensure receipt of any outstanding documents (i.e., W-2 forms, etc.)
- Return books borrowed from the UMUC library or from University System of Maryland and affiliated institution libraries and turn in any keys and equipment.

Upon separation, the faculty member will receive an e-mail with all pertinent exit information. It will provide details on continuing benefits and contacts for additional information.

1.7 Cancellation of Courses

UMUC reserves the right to cancel any course. UMUC departments contact faculty directly via e-mail, phone, or regular mail regarding any changes to a course assignment. In accordance with UMUC Policy 210.70 Cancellation of Courses (http://www.umuc.edu/policy/academic/aa21070.shtml), the appropriate UMUC departments notify students about cancellations.
2. TEACHING ASSIGNMENTS

While workload varies, all faculty members—collegiate or adjunct—at UMUC hold themselves to the same academic standards in their teaching. Faculty development, support services, and resources are available to all faculty members to ensure that they are able to carry out their teaching responsibilities in the most effective manner possible.

2.1 Workload: General Guidelines

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. Faculty assignments include these activities and they are a required part of a faculty assignment. There is no additional compensation for these activities.

2.1.1 Collegiate Faculty

The attention given to faculty workload is an outgrowth of UMUC’s vision and the university’s commitment to ensuring that faculty members are able to provide a high-quality learning experience for every student attending UMUC.

The standard instructional load for full-time collegiate faculty members who are appointed by UMUC Stateside with a 12-month service period is 30 credits per academic year. The standard instructional load for full-time collegiate faculty appointed by UMUC Stateside with a 9-month service period is 24 credits during the term of the appointment agreement. The standard instructional load per standard session for 12- or 9-month collegiate faculty is four courses during the fall and spring sessions or two courses during the summer session.

UMUC Policy 181.20 Faculty Workload (http://www.umuc.edu/policy/faculty/fac18120.shtml) provides complete information.

2.1.2 Adjunct Faculty

The maximum workload for adjunct faculty is based on 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 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/policy/faculty/fac18120.shtml) provides complete information.

2.2 Maximum Instructional Load and Overload Assignments for Collegiate Faculty

For 9-month and 12-month collegiate faculty, academic administrators may, if necessary, assign one overload per standard session. The maximum allowable number of instructional credits for any faculty member is 45 credits in an academic year; this figure represents an exception made in unusual circumstances to maintain quality.

Overload teaching is performed for UMUC for additional compensation for a specific, finite period of time, when such teaching is not stated in the appointment agreement. Collegiate faculty members receive a separate assignment for each overload course to be taught. Concurrent duty collegiate faculty members receive a concurrent teaching assignment letter for each overload course taught. Overload teaching shall not exceed 15 credits for the 12-month academic year, as stated in UMUC Policy 420.31 Overload Teaching or Services by UMUC Annually Appointed Faculty, Academic Administrators, Associate Staff, and Nonexempt Staff (http://www.umuc.edu/policy/hr/hr42031.shtml).
2. TEACHING ASSIGNMENTS

2.3 Concurrent Teaching Assignments
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 will be 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 teaching assignment; in such cases, the assignment letter will serve as an appointment agreement. Appointment agreements, under those circumstances, will be subject to the applicable policies and practices of the USM and UMUC; such policies and practices are not incorporated into an appointment agreement.

A concurrent teaching assignment is solely for the course or section assigned. UMUC may offer further concurrent teaching assignments but is not obligated to do so.

Concurrent teaching assignments shall not exceed 15 credits for the 12-month academic year. UMUC Policy 420.31 Overload Teaching or Services by UMUC Annually Appointed Faculty, Academic Administrators, Associate Staff, and Nonexempt Staff (http://www.umuc.edu/policy/hr/hr42031.shtml) treats concurrent teaching assignments as if the assignments were internal overload.

2.4 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 will be 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 will serve as an appointment agreement. Appointment agreements, under those circumstances, will be 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.

2.5 Absences
If illness or emergency circumstances prevent a faculty member from attending an on-site class, the faculty member should immediately inform his or her academic administrator so that the students can be notified. In the event of a faculty absence from an on-site class meeting, faculty members are expected to utilize the online WebTycho classroom in a timely manner to provide instructional materials relevant to the missed session. Online faculty members must notify students and their academic administrator 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. UMUC Stateside is responsible for finding and hiring on-site and online substitute faculty.

On-site faculty in regional locations must contact the site coordinator or director as soon as possible to assist in informing students.
2.6 Emergency Closure

All university closures stateside will be announced at http://www.umuc.edu/weather. Alternately, faculty and students may call 301-985-SNOW for up-to-date information. Please note that media often confuse UMUC with other USM schools; faculty should not rely solely upon television or radio updates. Faculty members should sign up for UMUC MyAlerts at https://alert.umuc.edu to receive the most up-to-date and accurate information.

2.7 Support Personnel

Faculty members may be assigned a teaching assistant to help with the teaching workload. Faculty members may contact their academic administrator to find out whether their courses are eligible or to request that their courses be made eligible for academic support. Software language assistants are student assistants who tutor students in computer programming languages. All student assistants are experts in their subject areas and can be useful resources for students, as well as for the faculty and teaching assistants.

2.8 Guest Lecturers

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. Guest lecturers may be eligible for a stipend.

Faculty members should always check with their academic administrator before making a commitment to a guest lecturer. They must obtain their academic administrator’s approval for payment of a guest lecturer’s stipend, access to the online classroom, access to the on-site classroom, and parking permits, as applicable. The faculty member must be present when the guest lecturer is in the on-site classroom. In addition, the faculty member must regularly monitor the online classroom during the period of the guest lecturer’s access. Any exceptions must be cleared by the academic administrator. If possible, arrangements should be made at the beginning of the session.
3. FINANCIAL AND HUMAN RESOURCE INFORMATION

3.1 Payroll Schedule
All UMUC Stateside faculty members are paid throughout the term of their appointment agreements or course assignments, as applicable. Collegiate faculty are paid their salary in equal biweekly payments over the term of their appointment agreements.

Adjunct faculty members are paid during the term of their appointment agreements in accordance with the adjunct faculty pay schedule, available at http://www.umuc.edu/faculty/payschedule.shtml. Adjunct 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 will be paid all earned salary that has not yet been paid in a single lump sum. This sum will be paid within 30 days of the end of the pay period in which the separation from service occurred. UMUC’s definition of “separation from service” is the same as that 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.”

3.2 Taxes
The faculty member is responsible for understanding his or her own situation relating to taxes. For assistance in completing the appropriate tax forms, faculty members should contact Human Resources by e-mail at human-resources@umuc.edu.

3.3 Benefits for Collegiate Faculty Stateside
UMUC Stateside collegiate faculty members may be eligible for health insurance and other benefits made available through UMUC. These benefit plans are described in the current UMUC Stateside 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 of 60 days during which they may enroll in the benefits offered, and open enrollment occurs annually. Faculty members may request a copy of the current benefits packet, available through the Office of Human Resources, by contacting benefits@umuc.edu.

3.3.1 Tuition Remission
Tuition remission may be available for faculty and staff and their families, within set limitations. UMUC Policy 353.2 Tuition Remission for Spouses and Dependents of UMUC Faculty and Staff (http://www.umuc.edu/policy/hr/hr35320.shtml) and UMUC Policy 353.00 Tuition Remission for Faculty and Staff and Their Family Members in UMUC Courses (http://www.umuc.edu/policy/academic/aa35300.shtml) provide further information.

3.3.2 Annual Leave
Information on annual leave for faculty members with 12-month contracts only is provided in USM Policy II-2.40 on Annual Leave for Collegiate Faculty (http://www.usmd.edu/Leadership/BoardOfRegents/Bylaws/SectionII/II240.html).

3.3.3 Sick Leave
USM Policy II-2.30 on Accident Leave and Creditable and Noncreditable Sick Leave for Collegiate Faculty Members (http://www.usmd.edu/Leadership/BoardOfRegents/Bylaws/SectionII/II230.html) governs the accrual and use of sick leave.
3. FINANCIAL AND HUMAN RESOURCE INFORMATION

3.3.4 Other Leave
UMUC Stateside faculty may be entitled to other types of leave. Faculty may view the USM faculty policies at http://www.usmd.edu/Leadership/BoardOfRegents/Bylaws/SectionII or contact UMUC’s Office of Human Resources for more information.

3.3.5 Official Meal Expenses
UMUC recognizes that employees may need to pay for meals for official (nonstate, nonuniversity) guests. Specific information may be found in UMUC Policy 390.20 Official Meal Expenses Policy (http://www.umuc.edu/policy/fiscal/fisc39020.shtml). The form may be requested from the academic administrator.

3.4 Benefits for Adjunct Faculty Members Stateside
UMUC offers adjunct faculty members access to some state of Maryland benefits (such as health, dental, and supplemental retirement), but does not provide subsidies for them. Costs vary depending on the coverage selected and the number of family members covered. Direct deposit of paychecks and membership in the State Employees Credit Union are open to adjunct faculty. Further details are available online at http://umuc.edu/facultyrecruit/advantage/benefits_adjunct.shtml. Tuition benefits may also be available (http://www.umuc.edu/policy/academic/aa35300.shtml).

For more information, adjunct faculty may also contact Human Resources at adjunctbenefits@umuc.edu.

3.5 Travel
Faculty may need to travel on occasion. UMUC Policy 380.10 Policy on University Travel (http://www.umuc.edu/policy/fiscal/fisc38010.shtml) outlines the procedures. Travel voucher forms are available at http://www.umuc.edu/faculty/services/mileagetoclass.shtml. A discussion of how UMUC supports the professional development of faculty members, including travel to conferences and meetings, is provided in Section I.6.3, of this document.

3.6 Maintaining Accurate Faculty Information
To disseminate university-issued faculty identification cards, desk copies of textbooks for faculty, paychecks, and e-mail and hard-copy notices, UMUC staff members rely on the faculty records contained in MyUMUC (https://my.umuc.edu). Faculty members should update any changes to their personal information through the staff portal of MyUMUC. Any faculty member who has legally changed personal information and needs assistance updating records should contact Faculty Services and Communications at ofstier2@umuc.edu.

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

These e-mail accounts are designated as the official university e-mail addresses for all faculty members. Faculty receive all university-related communications at their UMUC e-mail address. Such communications may include notifications regarding appointment documents, official notices and updates from academic administrators, and other university-issued messages. The accounts create a sense of identity for UMUC faculty members and make them more easily identifiable by students. They also establish a secure method of communicating with students and administrators. In addition, these e-mail accounts are supported by the university’s Office of Information Technology through 360 Support, which is available 24 hours a day, seven days a week, 365 days a year, via self-help, phone, and chat, as follows:

Web: http://support.umuc.edu
Phone: 888-360-UMUC (8682)
E-mail: facultyservices@umuc.edu
APPENDICES
# APPENDIX A: ACADEMIC STRUCTURE OF THE SCHOOL OF UNDERGRADUATE STUDIES

<table>
<thead>
<tr>
<th>VICE PROVOST AND DEAN</th>
<th>ASSOCIATE DEAN</th>
<th>ASSISTANT DEANS</th>
<th>ACADEMIC DIRECTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Serves as the chief academic officer of the School of Undergraduate Studies.</td>
<td>• Ensures the development of new curricula and academic policy in compliance with the university’s academic standards and strategic goals.</td>
<td>• Supervise UMUC’s academic departments worldwide and lead the worldwide curricular development and academic standards efforts at the departmental levels.</td>
<td>• Serve as worldwide academic leaders for their respective area or discipline.</td>
</tr>
<tr>
<td></td>
<td>• Provides leadership and strategic planning for undergraduate academic programs and policies worldwide.</td>
<td>• Leads the School of Undergraduate Studies assessment initiative.</td>
<td>• Are responsible for the development and revision of the university curricula in their respective area or discipline.</td>
</tr>
<tr>
<td></td>
<td>• Implements the university’s strategic vision for quality assurance, student success, and the assessment of learning outcomes.</td>
<td>• Focuses on strategic academic projects and internal and external reporting.</td>
<td>• Provide intellectual expertise and academic management to the discipline.</td>
</tr>
<tr>
<td></td>
<td>• Ensures the development of new curricula and academic policy in compliance with the university’s academic standards and strategic goals.</td>
<td>• Represents the dean on various UMUC worldwide committees that deal with curricula, external relations, enrollment, academic affairs, and student affairs.</td>
<td>• Coordinate with assistant deans to implement programs and courses and learning outcomes assessment.</td>
</tr>
<tr>
<td></td>
<td>• Leads the School of Undergraduate Studies assessment initiative.</td>
<td></td>
<td>• Set and implement discipline-specific academic standards at the program or course level.</td>
</tr>
<tr>
<td></td>
<td>• Focuses on strategic academic projects and internal and external reporting.</td>
<td></td>
<td>• Deliver programs and courses within the School of Undergraduate Studies</td>
</tr>
<tr>
<td></td>
<td>• Represents the dean on various UMUC worldwide committees that deal with curricula, external relations, enrollment, academic affairs, and student affairs.</td>
<td></td>
<td>• Hire faculty to teach specific UMUC Stateside courses and recommend faculty ranks for appointment and promotion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supervise the academic units in working with other university departments to ensure that the university’s strategic goals are met.</td>
<td>• Evaluate UMUC Stateside faculty performance to ensure best teaching practices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lead the process to revise/discontinue existing curricula to meet the needs of the changing professional workforce.</td>
<td>• Advise UMUC Stateside faculty on curriculum and academic policy issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Coordinate with deans overseas to enforce academic standards across discipline areas worldwide.</td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX B: ACADEMIC STRUCTURE OF THE GRADUATE SCHOOL OF MANAGEMENT AND TECHNOLOGY**

<table>
<thead>
<tr>
<th>VICE PROVOST AND DEAN</th>
<th>ASSOCIATE DEANS/ASSISTANT DEANS</th>
<th>ACADEMIC CHAIRS</th>
<th>PROGRAM DIRECTORS</th>
</tr>
</thead>
</table>
| • 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. | • 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. | • 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. | • 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 Stateside faculty performance to ensure best teaching practices.  
• Advise UMUC Stateside faculty on curricula and academic policy issues. |
<table>
<thead>
<tr>
<th>ASSOCIATE DEANS</th>
<th>ASSISTANT DEANS</th>
<th>REGIONAL MANAGERS (ASIA)/REGIONAL ENROLLMENT MANAGERS (EUROPE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Serve as the senior academic officer of UMUC Asia/Europe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide leadership on the implementation of UMUC academic initiatives in UMUC Asia/Europe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advise UMUC Asia/Europe assistant deans and regional managers of changes in academic curricula or strategic initiatives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collaborate with UMUC Stateside assistant deans to ensure that all programs and courses offered in Asia/Europe meet UMUC standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ensure that all programs and courses offered in UMUC Asia/Europe comply with requirements of academic policies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Represent UMUC Asia/Europe on appropriate UMUC institution-wide committees (curriculum committee, academic affairs committee, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recommend Asia/Europe faculty ranks for appointment and promotion to the Asia/Europe director and to the School of Undergraduate Studies dean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work with the division director to recruit, evaluate, develop, and orient new faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work with the regional managers to recruit and evaluate adjunct faculty and orient incoming collegiate faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review credentials and approve faculty to teach specific UMUC courses in Asia/Europe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coordinate with stateside assistant deans and academic/program directors on curricular matters and ensure that offerings in Asia/Europe meet UMUC standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evaluate UMUC Asia/Europe faculty teaching effectiveness and provide feedback to faculty, regional managers, the associate dean, and the division director.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advise UMUC Asia/Europe faculty on curricula and academic policy issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coordinate all aspects of UMUC program delivery at installations in their geographic area of responsibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Manage collegiate and adjunct faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Create and staff course schedules for installations in their academic areas, in coordination with education services officers (ESOs).*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assist field representative coordinator in supervising field representatives at each installation in their region.**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recruit collegiate and local adjunct faculty as needed for staffing schedules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Orient, assign, and retain faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monitor registration each academic session and, in coordination with ESOs, decide which sections are offered and canceled.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Serve as the local UMUC Asia/Europe representative to the military.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Process currently under review in UMUC Europe.  
**Field representative coordinator position in UMUC Asia only.