



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS



# **WORLDWIDE FACULTY HANDBOOK**

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**STATESIDE**

## Preface

At the University of Maryland Global Campus, faculty play an integral role in fostering student success by equipping learners with the knowledge, tools and resources needed for them to achieve their educational attainment goals and to be leaders in dynamic global economy. The Faculty handbook provides a guide for new and continuing faculty members at UMGC and is designed to acquaint you with the resources the university offers to support your instructional experience.

- Part I of this handbook applies to all faculty members worldwide;
- Part II–Stateside contains information applicable to stateside faculty only and can be accessed at [Click Here](#).

Information for faculty members teaching in Europe and Asia can access complimentary information at the following links:

UMGC Europe Instructional Faculty: <https://europe.umgc.edu>

UMGC Asia Instructional Faculty: <https://asia.umgc.edu>

Disclaimer: This handbook is not a complete statement of all policies, procedures, rules, regulations, and requirements applicable to UMGC and the faculty. All UMGC and University System of Maryland (USM) policies, in accordance with their terms, apply to UMGC Stateside faculty. UMGC policies may be found at <http://www.umgc.edu/policies> and USM policies may be found at <http://www.usmd.edu/regents/bylaws>. UMGC 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 UMGC and any party or parties.

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## Welcome Message from the President

Dear Colleagues,

I am pleased to introduce a new edition of our Faculty Handbook—and to thank you for your dedication to our learners and our mission.

As you know, for almost 80 years, UMGC has focused on serving adults in the workforce and the military, meeting them where they are with flexible and affordable learning experiences that deliver what they promise, align with workforce needs, and accommodate the competing demands of families, jobs, and military service.

This is not a simple task, and as members of the faculty, you play a critical role, helping to drive learner engagement, retention, and academic success. In online and hybrid learning environments especially, our learners rely on your adaptability, innovation, and student-centered approach to teaching; our shared commitment to academic quality and integrity; and our institutional efforts to fostering an inclusive and supportive environment for all learners.

At UMGC, we embrace a culture of learning and growth at every level of our organization, and I encourage you to take full advantage of our faculty development programs, mentorships, and opportunities to collaborate. We are fully committed to your success and offer support through leadership, innovation, and regular and open communication.

In short, we value your insights, encourage your active engagement across the university, and thank you for your dedication and enthusiasm as we work together to inspire hope, empower dreams, and transform lives ... one student at a time.

Sincerely,

Gregory W. Fowler, PhD  
President  
University of Maryland Global Campus

## Welcome Message from the Chief Academic Officer

Dear Faculty,

Welcome to the latest edition of the UMGC Faculty Handbook, a resource designed to support you in the essential role you play with our learners: engaging them in learning, critical inquiry, and the application of new knowledge, skills, abilities and dispositions in their lives and careers. The work you do is at the heart of UMGC's commitment to academic excellence, workplace readiness, and learner success, and I want to take a moment to acknowledge the vital role you play.

Every day, you bring your expertise, adaptability, growth mindset, and learner-centered approach to your teaching, mentoring, and feedback to learners. Whether in online, hybrid, live-streaming, or other instructional modalities and environments, the personal approach you take to understanding each learner's strengths and opportunities and mentoring them towards growth and success makes a profound impact on their self-confidence, self-efficacy, and overall learning experience. As practitioner faculty, the real-world experience and insights you bring to the classroom and your dedication to helping our learners achieve their goals are key aspects of what make UMGC a leader in adult and military education, and we are grateful for your contributions.

UMGC is committed to providing you with the tools, training, resources, and professional development opportunities that empower you in this work. From faculty mentorship programs to ongoing training and instructional support, we are here to help you thrive.

In addition to the resources and guidance you'll find here in the Faculty Handbook, I encourage you to also explore the Faculty Hub, located on the Source, where we will continue to provide new resources, webinars, and tools to support your work with learners. Collaborate with your colleagues via the Program Hubs and engage with the university and faculty community at large.

I am proud to work together with you to fulfill our mission and empower our learners with the means to transform their lives, the lives of their families, and the communities of which they are a part. Thank you for all you do to create an engaging and supportive environment and experience for each one of our learners.

Sincerely,

Blakely R. Pomietto, Ed.D.  
Chief Academic Officer and Senior Vice President  
Academic Affairs  
University of Maryland Global Campus



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS



# PART I

# INFORMATION FOR UMGC WORLDWIDE FACULTY

## PART I. Information for UMGC Faculty Worldwide

### 1 Overview of UMGC

#### 1.1 Introduction

One of the 12 accredited, degree-granting institutions within the University System of Maryland (USM), University of Maryland Global Campus (UMGC) is a global institution with worldwide headquarters in Adelphi, Maryland, and regional headquarters in Europe and Asia. For more than 75 years, the university and its faculty have pursued the mission of offering affordable, accessible and top-quality educational opportunities to students in Maryland, the United States, and the world.

A foundation of intellectual capital for the university, UMGC'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 adults and military affiliated students in an academic environment.

UMGC has been a leading provider of education services to the U.S. military for over 75 years, and faculty will find military students (active duty and veterans) and their dependents among their students in on-site, hybrid, and online classes. The university offers courses in various modalities to meet the needs of diverse learners. Classes are offered in a hybrid format at military installations in the Washington, D.C., metropolitan area and several other locations across the United States, as well as in both on-site and hybrid formats in Asia and Europe, including the Middle East. In total, UMGC currently offers courses and/or services in over 175 locations across over 20 countries and territories worldwide.

UMGC'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. UMGC is subject to the applicable regulations of MHEC and the U.S. Department of Education.

UMGC is institutionally accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801. The Middle States Commission on Higher Education (<https://www.msche.org>) is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. As a member of the University System of Maryland (USM), UMGC is governed by the USM Board of Regents.

Finally, UMGC 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 UMGC's online courses and support services has been recognized over the years by such organizations as the Online Learning Consortium, Maryland Distance Learning Association, University Professional and Continuing Education Association, Quality Matters, and IMS Global Learning Consortium. UMGC's innovative approaches to online and adult higher education have been supported by funders and partners including the Carnegie Corporation of New York, the Kresge Foundation, the Bill and Melinda Gates Foundation, and the Lumina Foundation.

## 1.2 Mission, Vision and Core Values

UMGC's mission statement and accompanying vision and core value statements articulate the scope and critical attributes of our institution, the populations we serve, our guiding principles and values, and the ways in which these principles are demonstrated.

### 1.2.1 Mission

To inspire hope, empower dreams, and transform lives ... one student at a time.

### 1.2.2 Vision

UMGC aspires to be the school of choice for adults and business because we are learner-centric, data-driven, and skills-based.

### 1.2.3 Core Values

The core values of UMGc support its institutional vision for the future of learning and ensure the fidelity of the university's commitment to its learners and community.

- **Celebrate Diversity:** Our welcoming of diverse perspectives and ideas differentiates us and drives innovation
- **Optimize Agility:** Curiosity and adaptability—informed and guided by data—drive continuous improvement and transformation
- **Reach Beyond:** Courage and willingness to challenge boundaries lead to transformative solutions, for our institution and our learners alike
- **Embrace Collaboration:** Teamwork, effective communication, and clarity of purpose drive success.

Certain foundational commitments guide all UMGc's efforts:

- **Learner centricity.** UMGc was built to meet the needs of nontraditional learners, putting students first and recognizing that each one is unique. Our strategy must put our diverse learners at its center by identifying their needs, removing barriers to learning, and responding with learning experiences that are accessible, affordable, aligned with workforce needs, and not readily available at other institutions. We will ensure the success of those learners by making decisions, designing processes, and providing services and support that keep their perspectives and priorities at the forefront.
- **Our people.** All of higher education—and the adult higher education industry in particular—can be characterized as a volatile, uncertain, complex, ambiguous (VUCA) environment, and to survive and thrive, UMGc must embrace the process of change and rapid evolution. Thus, our global team is focused on and guided by the goals and pursuits of our learners. Together, this team embraces challenges and seizes opportunities. We recognize that achieving our vision and strategy requires foundational and ongoing investments in this team, their growth and development, the tools they need, and our culture as an organization.
- **State of Maryland.** UMGc is a constituent institution of the University System of Maryland (USM).. As the single largest provider of postsecondary education for Maryland residents, UMGc must have strategic priorities that support access, educational attainment, post-career education, and career success for Maryland's diverse residents, businesses, and organizations. In a period of unprecedented volatility in the labor market and in the skill, sets sought by employers, these priorities must also position UMGc as the state's preeminent community and workforce development provider.
- **Global Reach.** In alignment with our name, UMGc will continue our commitment to meeting the needs of adult learners around the globe through our digital reach, global operations, and

geographically distributed physical locations. This global presence will allow us to provide continuous, consistent, and inclusive experiences for learners of all backgrounds as they move through different stages of their lives, careers, and education journeys.

- **Military.** UMGC is the premier provider of education services to the U.S. armed forces, and our long history of service to the military, combined with our geographic reach and in-depth understanding of and dedication to meeting the evolving needs of military and veteran communities, represent a competitive advantage that other institutions cannot match. UMGC's commitment to the U.S. military and all who wear the uniform of our country will remain unwavering. We will continue to be a leading education provider to active duty servicemembers, reservists, veterans, and their families.
- **Spirit of Innovation.** From the beginning, UMGC was unique in its willingness to consider, test, and adopt different approaches to serving adult learners. We have embraced technology and pedagogical innovations that allowed us to take our offerings throughout Maryland and around the globe. Our agile and innovative spirit has expanded the boundaries of traditional postsecondary education, and we have acted as a changemaker and innovation partner among our fellow institutions in the USM and beyond. UMGC will continue to be a catalyst for positive change in the education industry, the state of Maryland, the nation, and the world.
- **Digital Transformation.** UMGC has been at the forefront of digital learning for more than two decades, and technology is the cornerstone that empowers us to serve our team members and learners, both in and out of the classroom. UMGC will invest in modernizing our technological capabilities—leveraging artificial intelligence and automation where appropriate—to enable our spirit of innovation, achieve our strategic priorities, and provide an experience for our learners and other partners that reduces friction and seamlessly meets their needs.

### 1.3 Focus of UMGC: Student Success

As busy professionals, UMGC's faculty members understand and appreciate the demands placed on working adult students— demands that include careers, families, and personal interests. Most of the university's undergraduates are between 25 and 44 years of age (average age: 31), and 78 percent are employed full-time while pursuing a degree. Two-thirds of UMGC students are married or in a committed relationship, and nearly half have children. UMGC'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 UMGC students. For example, approximately 38 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 clear and transparent and by modeling best academic practices. This is a measure of the faculty's commitment to student success. It means that all faculty members have a duty to familiarize themselves with the resources—such as the Effective Writing Center, UMGC Library, tutoring services, success coaches, and military education advisors—that help to support student success at UMGC.

UMGC 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 four Historically Black Colleges and Universities in the state. A majority of UMGC students are women, and UMGC enrolls more than 56,000 active-duty military service members, reservists, and veterans and their

dependents—offering courses at more than 175 military installations in 20+ countries and territories and operating locations on four continents.

Faculty interested in seeking further information about UMGC's students and the university should consult UMGC-at-a-Glance at <https://www.umgc.edu/administration/policies-and-reporting/institutional-data/facts-at-a-glance>.

## 1.4 Organization of UMGC: Three Geographical Divisions, Three Academic Schools

A global educational institution, UMGC comprises three geographical divisions—UMGC Stateside (<https://www.umgc.edu>), UMGC Europe (<https://europe.umgc.edu>), and UMGC Asia (<https://asia.umgc.edu>). Serving students and faculty in all three divisions are the resources of the university's three academic schools: the School of Integrative and Professional Studies, the School of Business, and the School of Cybersecurity and Information Technology (Student Affairs offers the university's First Term Experience courses). These divisions and schools work together as one university, committed to our students' success regardless of where they reside or their academic program of study.

UMGC 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, UMGC Stateside develops and manages the worldwide curriculum that includes a full range of over 135 undergraduate and graduate 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.

UMGC Europe and UMGC Asia—headquartered in Kaiserslautern, Germany, and Yokota, Japan, respectively—are divisions of UMGC that deliver the university's programs and services under the auspices of their respective military contracts or Education Services Agreement (ESA). All three divisions of UMGC are committed to the same high-quality academic curricula and services.

Wherever they teach, all UMGC faculty members are 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.

## 1.5 Academic Administration and Contacts for Faculty

UMGC is a large and complex organization. Navigating the institution and its various offices and resources may present a challenge for a new faculty member. This handbook covers several support services. Further information is also available on the Faculty Hub portion of our intranet, The Source ([https://umuc365.sharepoint.com/sites/Source\\_Faculty](https://umuc365.sharepoint.com/sites/Source_Faculty)). In addition to making use of these resources, faculty members should maintain regular communication with their primary administrator or administrators.

For UMGC Stateside faculty members, the primary administrative contact will typically be their portfolio director. In UMGC Europe and UMGC Asia, a faculty member's primary administrative contact is generally his or her division Assistant Vice President, Faculty Affairs, or academic coordinator. In addition, overseas faculty members can expect to work very closely with their Associate Director, Academic Affairs, and discipline faculty coordinator.

An overview of the academic administration is provided in [Appendices A and B](#); they summarize the worldwide academic structure of the School of Integrative and Professional Studies, the School of Business, and the School of Cybersecurity and Information Technology. In addition, Appendix C provides an overview of academic administration in UMGC Europe and UMGC 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 UMGC

### 2.1 Philosophy

UMGC is an open admissions university that provides career-relevant programs and is dedicated to serving working adults, members of the military and their families, and veterans who reside in Maryland, across the United States, and around the world. Our students have a diverse range of personal, professional, and academic experiences that they contribute to the UGMC community. UMGC meets them where they are and focuses on their success.

Committed to delivering a learner-centered experience characterized by a high-quality education that is aligned to the institutional mission and appropriately scalable, consistent, and adaptable across the entire academic portfolio, UMGC has established Instructional Faculty Qualifications and Responsibilities.

#### *Instructional Faculty Qualifications and Responsibilities*

Defining these essential qualifications and responsibilities ensures that instructional faculty are well equipped to meet the increasingly diverse needs of our student population while also upholding the high standards of UMGC's educational mission by fostering an environment conducive to optimal teaching and learning.

**Hiring Qualifications:** The qualifications for UMGC instructional faculty are designed to ensure that the instructors we hire possess the necessary skills, experience, and mindset to support our diverse student population. These qualifications emphasize a learner-centered philosophy, inclusivity, professional integrity, and a commitment to continuous improvement in teaching practices.

- **A Learner-Centered Philosophy:** Believes in the transformative power of education. Desires to support student success, showing alignment with UMGC's commitment to student-centered, inclusive education. Respects every student's ability to break through perceived boundaries through the power of grit and determination.
- **Inclusivity and Cultural Responsiveness:** Is experienced in and committed to fostering inclusive working/learning environments, along with a demonstrated ability to engage effectively with diverse groups.
- **Empathy and Flexibility:** Understands the unique challenges faced by adult learners juggling multiple responsibilities and shows adaptability/readiness to accommodate the dynamic nature of student needs.
- **Professionalism and Integrity:** Possesses a professional demeanor underpinned by a strong ethical compass, particularly in upholding academic integrity, fairness, and effective communication.
- **Professional Experience and Expertise:** Has demonstrated expertise in the content area, supported by appropriate academic credentials and professional certifications. Possesses a thorough understanding of

the discipline/field, including key concepts, theories, and practical applications. Has relevant academic and/or industry experience and is willing to share that expertise to enrich course content through real-world insights.

- **Effective Communication Skills:** Articulates complex ideas clearly and demonstrates the ability to engage students through effective communication methods, both written and verbal.
- **Pedagogical Commitment:** Is willing to engage in a reflective, growth-minded approach to continuous improvement of their teaching. **Job Responsibilities:** The job responsibilities for instructional faculty at UMGC are aimed at fostering an environment conducive to optimal teaching and learning in UMGC's fast-paced online courses. UMGC is committed to training and supporting faculty in these tasks to ensure they can effectively engage with students, maintain a consistent and supportive presence, uphold academic standards, and contribute to a community of practice that enhances the overall educational experience.
- **Class Preparation and Adherence to Course Design:** Thoroughly reviews course materials and completes setup activities in accordance with UMGC guidelines, ensuring readiness to deliver the course content using the course technologies. Follows the established course syllabus, templates, and guidelines, upholding the consistency and quality of the UMGC curriculum. Does not make changes to the course, assignments, activities, content, or design without permission.
- **Accommodations and Class Policies:** Responds promptly to requests for student accommodations when made by the Accessibility Office and discusses with the portfolio director. Consistently applies accommodations and academic policies (academic integrity, late submissions, grading) according to the guidelines provided and consults with the portfolio director as needed. Considers the dynamic nature of student needs and UMGC's commitment to student-centricity.
- **Personal Engagement:** Reviews any data provided on learners in the class to identify and engage appropriately with students of varying backgrounds and academic experiences. Posts a personal welcome announcement and an introductory video. Creates a welcoming community of learning from the course outset by sharing relevant lived experiences --personal and professional-- that will help foster community, trust, and inclusivity.
- **Consistent Active Presence:** Maintains a meaningful presence in the classroom by checking in daily, if possible, particularly during peak periods when submissions are due. Interacts with students through announcements, discussions, and direct communication. Fosters belonging, encourages student success, celebrates progress, and supports a continuous improvement mindset.
- **Intellectual Engagement:** Engages in all discussions and other student interactions, enriching them with insights from professional experience and real-world contexts to facilitate practical understanding of course materials and application of concepts covered. Encourages diverse perspectives.
- **Responsiveness:** Responds to student inquiries within 24-48 hours (1-2 days) to help students stay on track, even if only to acknowledge receipt and convey when the student can expect an answer. Provides feedback/grades on assignments no later than 7 days after the submission due date, keeping students informed of any delays and the reasons for them. Submits final course grades within 72 hours (3 days) after class ends.
- **Constructive Feedback:** Provides meaningful feedback in a positive tone to all students in the class, personalized with the student's preferred name and pronouns, if available. Feedback avoids

admonishments and commends students on the strengths of their submission before guiding them on areas for improvement with actionable suggestions.

- **Academic Assessment and Rigor:** Ensures students' grades reflect their mastery of course outcomes as demonstrated by the course assessments, graded professionally and objectively against a standardized rubric. Ensures that the academic rigor designed into the course is maintained. Is familiar with UMGC's academic integrity philosophy, policy, and procedures.
- **Monitor Learner Progress:** Proactively monitors classroom dashboard/data tools to identify and assist students who may be struggling, using available data to inform appropriate interventions and outreach. Engages success coaches and others in assisting students, including referring them to available support resources and services across the institution.
- **Student Support:** Demonstrates empathy when discussing personal hardship/challenges that may arise for students during the course. Helps connect students to support resources within UMGC, as appropriate. Reaches out and responds to academic and student support professionals when needed, contributing to a positive and cohesive team environment.
- **Community of Practice:** Actively participates in the UMGC community of educators through the Program Hub and engages in ongoing professional development opportunities, staying up to date with advancements in the field and enhancing teaching skills. Reaches out to academic department when needed for support and responds to support staff inquiries to address escalated student matters. Provides feedback to portfolio director on improvements that could be made to the course.

In addition, UMGC has adopted Quality Matters® (QM) standards for course design as the minimum quality standards for all courses offered by UMGC. For more information about these standards, consult your administrator, the QM site on UMGC's intranet, or the Quality Matters® website (<https://www.qualitymatters.org>).

Pedagogical and practical aspects of teaching for UMGC are included in FACDEV 411, New Faculty Academic Orientation (FACDEV 412 overseas), required of all new faculty, and FACDEV 112, Coaching Strategies for Learning and Academic Success. More information on orientation and training is in [Part 1 Section 5.1](#).

## 2.2 Class Formats

UMGC 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 over 90 percent of UMGC students now take at least one online course. 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 LEO

Learning Experience Online (LEO) is UMGC's online course delivery system that supports all classes. It is hosted on the Brightspace Learning Management System. All courses, whatever the format, are governed by the same academic standards and all have access to a LEO classroom, whether it is the primary class meeting space or part of another delivery format. This environment enables all 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 UMGC's online classes use LEO to facilitate learning, engage in intellectual discourse, distribute course materials, post assignments, and receive and return assignments with feedback. Faculty are expected to be present in their classroom several times a week and to respond to student comments and questions within 24-48 hours. Faculty and students can use synchronous tools such as Chat features to send text messages in the classroom when they are logged onto LEO at the same time. Faculty members are reminded that while the chat feature of LEO may be used for optional discussions, it may not be mandated for completion of any required activities of the course, because of the diverse locations and schedules of class members. Some courses also incorporate other UMGC-approved software that provides some additional capabilities—but always with the ability for students to archive and access content asynchronously.

All content and learning resources are available when students have access to the course (7 days before the course session begins) and will remain available throughout the course session. Faculty have access to the course 4 weeks prior to the beginning of the course session. The sequence of weekly content and assignments is essential for an effective learning process, and learners are asked to move through the course in the advised sequence. Exams and other time-sensitive assessments are exceptions to this rule and will be released as described by the syllabus. Be aware that our online courses regularly enroll students from across different time zones and from a variety of locations.

Information on gaining access to and being trained on LEO is provided in [Part 1 Section 5.1.1](#).

### 2.2.2 On-Site Courses

In addition to online courses, UMGC offers some on-site class formats, including classes at various sites in Europe and Asia and a few abbreviated sessions stateside. A current list of UMGC's classroom and service locations is available online at <https://www.umgc.edu/locations>. On-site classes 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).

For each UMGC on-site class section, a corresponding online class section is created in LEO. LEO is 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 LEO's features, faculty members incorporate online learning opportunities for their students to support their learning. Communication via email should occur using the official UMGC email accounts provided for faculty and student use.

### 2.2.3 Hybrid Courses

At UMGC, a hybrid (sometimes called 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 activities appropriate to the setting and smoothly integrating the two modes of delivery.

Before teaching their first hybrid course, faculty members who have not already taught an online course for UMGC must complete the training course FACDEV 411, New Faculty Academic Orientation (FACDEV 412 overseas). They may also be required to complete FACDEV 212, Teaching Hybrid Courses, available online each month. Information on gaining access to and being trained in LEO is provided in [Part 1 Section 5.1.1](#).

### 2.2.4 Independent Studies

Faculty members 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 course study deliverables such as papers, projects, and a final report.

## 2.3 Best Instructional Practices

All faculty members bring their unique strengths to their UMGC classes. UMGC has developed a variety of best practices and tools to help faculty members provide the best environment for learning and articulate for the student not only the learning objectives for a specific course but also the learning goals for students throughout their academic experience at UMGC.

UMGC has made it a priority to deliver a quality education to its students worldwide through a rigorous, current, and relevant curriculum; strong academic advising and services; and excellent academic support. Faculty can support UMGC's mission by engaging in the recommended best practices and delivering the high-quality education that UMGC students expect and deserve. UMGC'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. UMGC's [standard instructional practices document](#) details expectations for all UMGC faculty members and include helpful recommendations for successful teaching in all delivery formats.

## 2.4 Course Interaction

In line with its instructional model, UMGC requires that faculty promote active student involvement in the class. High levels of course interaction contribute to student learning, a feeling of connectedness, and overall student satisfaction. In most courses, activities are so integral to learning that even minimal achievement is unlikely without regular attendance and active participation.

Transparency about expectations for student engagement and communication is important. At the beginning of the session, faculty members should communicate clearly to students the expectations for communication online (discussion forums, email, etc.) and, if applicable, in on-site classrooms. Faculty members should specify their expectations regarding required course interactions, such as frequency and substance. They should invite students to familiarize themselves with relevant UMGC academic policies linked in the syllabus, as well as inform students how much of the final grade will be based on classroom and/or project participation.

Transparency about what students can expect from faculty members in terms of interaction and communication during a course is equally important. At the beginning of a term, faculty members should provide students with information about the best means of communicating with them, expected response times for various situations (question via email, feedback on an assignment, grades), and the frequency and nature of the faculty member's engagement with students in discussion forums.

In communicating with students, strive for an encouraging tone conducive to a growth mindset. Utilize students' names. Share insights as a scholar-practitioner with extensive experience in a particular field.

## 2.5 Availability to Students

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 or hybrid courses should plan to arrive early or stay after class to meet with students, if possible, and should let students know when they are available.

Faculty must be available to students through their UMGC email and may also provide telephone contact information. All course syllabi must contain appropriate contact information, including the faculty member's UMGC email address, class times and locations (if appropriate), and times during which faculty will be available for consultation. LEO also provides a chat feature that allows faculty and students to communicate within the LEO classroom when both parties are logged in at the same time.

## 2.6 Grading Standards, Policies and Procedures

### 2.6.1 Grading Standards

Grading standards should be consistent across all sections of a particular course to facilitate an equitable experience for all students. They are established in the syllabus and grading rubrics and reflected in the LEO classroom shell provided to all faculty members. These standards are based on course-level learning objectives (CLOs) (or competencies, in the case of some programs), which are aligned to a program's learning goals and thus, indirectly, to institutional learning goals. CLOs are specific, observable, and measurable statements of what students should be able to do with the knowledge and skills they have developed by the end of the course.

Standards need to be clearly conveyed to students at the outset of a course. The academic program is responsible for ensuring that the course syllabus clearly communicates performance standards, and each faculty member is responsible for applying these standards fairly and consistently throughout the session.

It is also expected that grades will be entered into the faculty portal in [MyUMGC](#) within 72 hours of the last day of the session. During the class, assignments should be graded within one week and constructive, actionable feedback provided to help students improve their understanding and build on their learning.

UMGC reserves the right to review both online and on-site courses taught by its faculty to ensure the quality and rigor of instruction, including assignments, grading, and other aspects of a course. The assessment of the quality and rigor of instruction is one of a number of factors in making decisions to continue to employ faculty at UMGC. (Further details about performance assessment are provided in [Part 1 Section 8.3](#).)

## 2.6.2 Grading Methods

There are five grading methods at UMGC: standard, pass/fail, satisfactory/unsatisfactory, satisfactory/D/fail, and audit. The most commonly used is the standard method (providing students with a grade of A, B, C, D, or F) . Any course may be audited. Some grading options and methods are limited to undergraduate or graduate courses, as follows:

- The pass/fail grading method is available only at the undergraduate level and under limited conditions. The satisfactory/D/fail method is restricted to certain specified undergraduate courses. Both methods are described in the next section.
- The satisfactory/unsatisfactory method is available only for EXCL X001, graduate noncredit courses, and doctoral dissertation courses and may not be selected or changed. The table below defines the grades and marks; regulations and usage for each grading method are elaborated in the “Academic and Administrative Requirements” section of the [UMGC Catalog](#).

Assignments in UMGC’s courses are designed to achieve course outcomes maximally. There will be no extra credit opportunities in the class. All assignments are identified in the syllabus.

Grade or Mark	Interpretation	Quality Points
A	Exceeds standards Performance excels far above established standards and demonstrates high proficiency in the course subject matter.	4
B	Proficient Performance consistently meets standards and demonstrates proficiency in the course subject matter.	3
C	<b>UNDERGRADUATE</b> Meets standards Performance generally demonstrates proficiency in most course subject matter. <b>GRADUATE</b> Below standards Performance is insufficient to meet established standards.	2
D	<b>UNDERGRADUATE</b> Below standards Performance is insufficient to meet established standards. <b>GRADUATE</b> Not available	1
F	Failure Performance does not meet minimum standards.	0
FN	Failure for nonattendance	0
G	Grade pending	0
P	Passing (D or higher)	0
S	Satisfactory (C or higher)	0
I	Incomplete	0
AU	Audit	0
U	Unsatisfactory	0
W	Withdrawal	0

## 2.6.3 Grades/Marks of FN, I, W, G and AU

UMGC employs a 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.

<b>FAILURE FOR NONATTENDANCE: THE GRADE OF FN</b>
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 <a href="#">UMGC Policy 205.06 Calculation of Grade Point Average for Inclusion on Transcripts and Transcript Requests</a> .
<b>INCOMPLETE: THE MARK OF I</b>
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 <a href="#">UMGC Policy 170.71 Policy on Grade of Incomplete</a> .
<b>WITHDRAWAL: THE MARK OF W</b>
Faculty members should consult their class roster in MyUMGC on a regular basis to monitor students who may have withdrawn from a course. Normally, the LEO roster will be updated within a few minutes of changes in the UMGC database. Faculty can review withdrawals under the Enrollment Statistics tab on the Roster page. Withdrawing from a class may have financial aid consequences. More information can be obtained on the <a href="#">Financial Aid Office</a> webpage.
<b>GRADE PENDING: THE MARK OF G</b>
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 under formal review as specified in <a href="#">UMGC Policy 150.25 Academic Integrity</a> , a mark of G (grade pending) may be 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.
<b>AUDITED: THE MARK OF AU</b>
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.

#### 2.6.4 Recording Grades in LEO

The LEO classroom contains a **Grades** tool that faculty are expected to use to track and calculate their students' grades throughout the session. Faculty members are required to use this tool to provide students with interim feedback on their performance on assignments and participation throughout the

session. Faculty members record individual student and group project grades, along with comments and feedback that students may then view within the LEO classroom through the **Grades** tool or **User Progress** feature.

Grade Rounding: Scores for individual assignments are calculated based on rubrics in the class and are not rounded to the whole point. The final grade for the course is determined by weighted average and will be rounded to the nearest whole point using mathematical rules (i.e., grades with .5 and above to be rounded to the next whole point).

### 2.6.5 Submitting or Changing Official Final Grades in MyUMGC

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

Faculty members may access the electronic grade roll via MyUMGC 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 the [Posting Final Grades](#) page in UMGC's intranet, The Source.

## 2.7 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.

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](#), UMGC has provided a means for students to seek review of final course grades alleged to be arbitrary or capricious.

## 2.8 Academic Integrity

Academic integrity forms the foundation for UMGC faculty, staff, and students to build knowledge, skills, and competencies that promote student success through the academic journey and in future endeavors. All members of the university community share the responsibility for academic integrity. Faculty members are expected to establish classroom environments that promote student engagement and motivation to work with integrity. As part of this effort, faculty serve as role models for students by respecting intellectual property laws and citing sources when including materials in their online classrooms. Students also are expected to apply their own personal ethics to successful approaches for learning that support academic integrity.

The [Office of Academic Integrity and Accountability](#) (OAIA) champions UMGC's unwavering commitment to academic integrity, personal accountability, and authentic education across the teaching and learning

experience. Guided by the University's Philosophy of Academic Integrity, the Office provides resources, support, advocacy, and policy oversight of all aspects of academic integrity in order to ensure that our students develop authentic skills, knowledge, and abilities to support autonomy and self-determination in life and work.

As of the Fall 2022 term, a new centralized Integrity & Ethics orientation course has been developed for students in LEO. The course is run by OAIA and is designed to replace Academic Integrity Tutorial module assignments and Academic Integrity Pledges in individual LEO course sections. All students new to UMGC will be enrolled automatically and must complete the course by the end of their first term. Students will maintain access to the course throughout their time with UMGC. Further, all current students can access the tutorial modules [on the website](#) as an ongoing resource.

Further resources on Academic Integrity can be accessed on [OAIA's](#) page on The Source. The "[Academic Integrity in the Classroom](#)" handout provides a starting point for conveying UMGC's approach to academic integrity. This Source page also includes information on Turnitin and guidance on . Turnitin is automatically turned on in the LEO classroom and will generate an originality report for certain assignments. More information can be obtained on the [Turnitin](#) page on the Source.

Practices for promoting integrity, prohibited misconduct, and procedures for handling misconduct are outlined in [UMGC Policy 150.25 Academic Integrity](#). The process begins with faculty having discretion to treat low-level misconduct as teachable moments, providing opportunities for students to learn from their mistakes and demonstrate their understanding. After repeated issues or upon egregious ones, faculty may consult with case managers in the Office of Academic Integrity & Accountability (OAIA). Links to OAIA guidance, instructions, and resources for faculty are also provided in the "Faculty Only" area of online classrooms. UMGC faculty are encouraged to review the [USM Policy III-1.00 on Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity](#) for additional information on certain rights and responsibilities that pertain to faculty and students within the academic community.

## 2.9 Copyright and Digital Use in the Classroom

Audio, video, images, or text documents used in the LEO classroom may be copyrighted, even when no explicit statement of copyright exists. Before linking to or placing audio, video, images, or text in the LEO classroom, faculty members are advised to consult their academic administrator and review the [overview of copyright and fair use provided by the UMGC Library](#). They are also encouraged to use the UMGC Library research databases for course materials whenever possible; guidelines for appropriately linking to database materials are [available](#).

## 2.10. Academic Freedom

University of Maryland Global Campus follows the [American Association of University Professors \(AAUP\) 1940 Statement of Principles](#) with respect to academic freedom:

- Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom to discuss their subject, but they should be careful not to introduce into their teaching matters which has no relation to their subject. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as

citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

### 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, UMGC has committed itself to an ongoing and systematic process of assessing student learning. 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.

#### 3.1 Institutional Learning Goals

Learning goals represent what students should be able to do with the knowledge and skills that they have acquired by the time they graduate. These goals are aligned at either the institutional level (Institutional Learning Goals) and/or at the program level (Program Learning Goals). UMGC's Institutional Learning Goals include clearly stated expectations for student proficiency in the following areas:

1. **Mastery:** Demonstrate a mastery of the academic and professional content associated with their chosen field of study.
2. **Job-Seeking Skills:** Develop job-seeking skills in order to take advantage of workplace opportunities and adapt to changing needs of local, national, and international economies.
3. **Technology and Information Literacy:** Effectively access and apply technology and information to solve problems.
4. **Synthesis:** Integrate and apply learning across general and specialized studies.
5. **Communication:** Communicate effectively in a variety of contexts.
6. **Scientific and Quantitative Reasoning:** Use quantitative reasoning and scientific principles to analyze data, support conclusions, and solve problems.
7. **Critical Thinking and Problem Solving:** Evaluate and solve complex issues or problems.
8. **Teamwork:** Collaborate toward a common purpose.
9. **Diverse Perspectives:** Demonstrate a knowledge and application of diverse perspectives in a variety of contexts.
10. **Ethics and Civic Awareness:** Articulate ethical issues and the values that inform them to be able to act with integrity within academia and in the wider world with appreciation for how decisions made by individuals and groups can have local, national and global impacts.
11. **Lifelong Learning:** Develop skills and capacity for lifelong learning.

#### 3.2 Program-specific Learning Goals

All UMGC undergraduate and graduate degree programs have articulated learning goals for their graduates; these learning goals detail the knowledge, skills, habits of mind, and values that students are expected to acquire during their academic career. For all degree programs at UMGC, such program-level learning goals include clearly stated expectations, concepts, and skills that are specific to each disciplinary field.

### 3.3 General Education

General education at UMGC allows us to define and develop in our students the most relevant skills identified by employers, graduate programs, and accreditors; create a framework for students to comprehend the relevance of what they have learned, are learning, and will learn as a UMGC student; and demonstrate why it is important for their own learning as well as marketability and transferability to other contexts in their lives intentionally and meaningfully.

### 3.4 Faculty Role in Assessment

Faculty members play a key role in the institution's ongoing assessment efforts. In most cases, they will find themselves teaching courses for which specific assessments and assessment tools, such as rubrics for evaluating projects 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 to use any existing assessment tools so that they can provide feedback and help improve these tools. If an assignment in a particular course has been designated by the Portfolio Director for use in program assessment, the faculty member is expected to use that assignment and 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.

UMGC is a teaching university. Faculty members are appointed to teach assigned UMGC courses and to help the university's students accomplish their educational objectives. Faculty members use UMGC's developed curriculum, course materials, and common syllabi and enhance these by contributing their years of professional experience, subject matter knowledge, 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 or revise specific UMGC courses, teach training modules, and serve as mentors to other UMGC faculty members—all on a fee-for-service arrangement. Additionally, faculty can volunteer to contribute to policy development by serving on committees, workgroups, and advisory boards.

## 4. UMGC's Worldwide Faculty

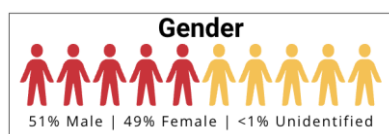
### 4.1 Faculty Profile

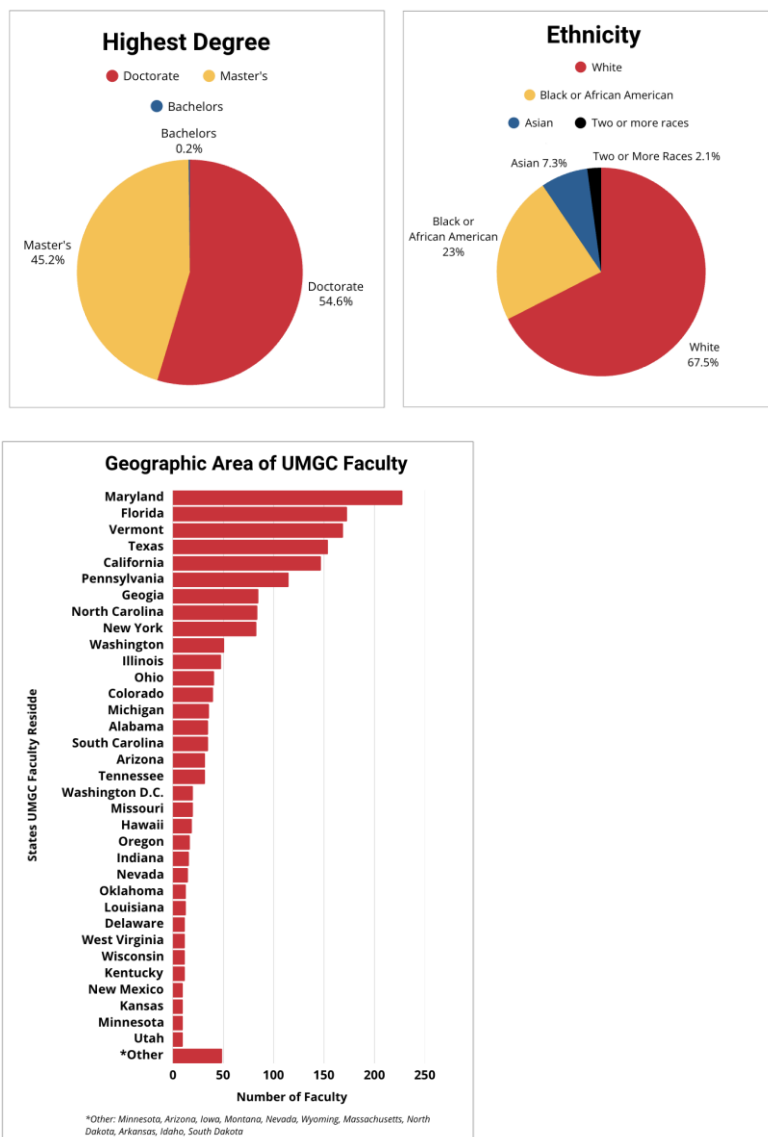
UMGC currently has about 5,000 faculty members worldwide in any given academic year. The UMGC faculty community includes collegiate and adjunct faculty members, professors of the practice, and librarians who serve in the UMGC Library. Most of UMGC's faculty hold advanced degrees in their academic discipline and complement this academic expertise with contemporary professional experience.

The complete UMGC Policy 181.00 Faculty Appointment, Rank, and Promotion is available online [here](#).

A clearer sense of our diverse faculty community may be gained by accessing our stateside [Faculty List](#). Europe faculty information can be accessed [here](#). Learn about UMGC Asia faculty [here](#).

As of Spring 2024, the ethnic composition of our faculty is as follows:





## 4.2 Global Shared Governance

In accordance with [University System of Maryland Policy I - 6.00 Policy on Shared Governance](#) in the University System of Maryland, amended on August 25, 2000, by the USM Board of Regents, UMGC has developed an Academic Advisory Board to allow input from and provide information to faculty about significant academic decisions.

The Academic Advisory Board (AAB) at UMGC serves as an advisory body committed to providing advice that is representative of the views of faculty constituencies across the university for the purpose of improving the academic experience at UMGC. The AAB strives to enhance stewardship of the curriculum such that the student learning experience is continuously improved, enhanced, and optimized. The AAB also serves as a liaison between the university leadership and the university-wide faculty constituency for the purpose of keeping faculty informed about academic issues.

The UMGC administration may solicit advice from the AAB in the following areas:

- a. Curriculum design and delivery, including learning and learning evaluation, implementation of technologies, pedagogies, and tools;
- b. The implementation of policies and processes that impact faculty, teaching, and the learning experience;
- c. Policies and processes related to the student learning experience;
- d. Other specific academic issues and/or insights given their special knowledge and expertise;
- e. Changes in the academic/higher education landscape, affecting the learning environment, the competitive framework, or learning science.

The AAB is comprised of both elected and appointed members. The majority of the elected members are Maryland-based collegiate faculty (“Full Time Faculty”). Overseas faculty, adjunct faculty, and librarians are also represented by at least one seat each on the AAB.

The Source page for the AAB can be accessed [here](#).

### 4.3 Faculty Resources and Benefits

As a UMGC faculty member, you may also qualify for benefits. To learn more, visit the [Adjunct Faculty Benefits](#) page on The Source. For information about requesting funding for conferences and other related professional development, visit the [UMGC Professional Development Fund for Adjuncts](#) page on the Source.

## 5. Faculty Community

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

### 5.1.1 FACDEV 411 New Faculty Academic Orientation/ FACDEV 212 Teaching Hybrid Courses

New faculty are required to complete FACDEV 411: New Faculty Academic Orientation (overseas: FACDEV 412) before they can teach courses at UMGC. FACDEV 411 is designed to orient faculty to UMGC and its policies, procedures, and tools for effective online facilitation. More information is available [here](#).

New faculty hired to teach Hybrid courses are required to complete both FACDEV 411 and FACDEV 212: Teaching Hybrid Courses. The purpose of FACDEV 212 is recognize the significance of adjusting activities and outcomes to a hybrid course where appropriate. More information is available [here](#). Once hired, faculty can register for the New Faculty Academic Orientation and Teaching Hybrid Courses via the Workday Learning system by logging into MyUMGC. Registration links are also provided in Faculty Development’s [Required Training](#) page on The Source.

Once they have successfully completed training, faculty members may access their online classes via LEO only after being officially assigned (staffed) to the class. Having been assigned an upcoming class, faculty members can access their LEO classrooms four weeks before the start of classes. Faculty members who are unable to access their LEO classrooms at the appropriate time should contact their academic administrator (or Help@UMGC support at <http://www.umgc.edu/help/>) regarding the status of the class.

Faculty members who are teaching online should become familiar with UMGC's Guiding Principles for Teaching and Learning (section 2), Quality Matters® standards (adopted by UMGC as the minimum standards for course design quality), and [resources provided by Faculty Affairs](#). These documents provide clear recommendations and best practices for teaching online in accordance with the UMGC instructional model.

Faculty members can learn more about LEO at the [LEO Resources](#) page on The Source.

### 5.1.2 FACDEV 112 Coaching Strategies for Learning and Academic Success

New faculty are encouraged to complete FACDEV 112: Coaching Strategies for Learning and Academic Success within two months of their hire date. FACDEV 112 recognizes the critical role faculty play in student retention and success. The development of FACDEV 112 followed an evidence-based approach to provide skill sets to faculty members that enhance their classroom presence and connectivity to students.

This two-week, facilitated, class supports the learner-centered and engagement components of UMGC's Learning Model Guiding Principles. It also accentuates the knowledge, skills, abilities, and dispositions (KSADs) we expect successful UMGC professors to display: supplementing subject matter expertise with capabilities around coaching and mentoring that will foreground continuous engagement with students; individualized assistance; and improved learning outcomes.

### 5.1.3 Peer Mentoring

An experienced faculty mentor may be made available to new faculty members (or faculty members new to online or hybrid teaching) to help them navigate the experience of their first course. For further information, faculty members should contact their academic administrator and review the [Peer Mentoring](#) site on the Faculty Hub

### 5.1.4. Discrimination and Sexual Violence Prevention Training

Employees are required to complete the updated Discrimination and Sexual Violence Prevention Training modules. Faculty must complete the training(s) within the first 45 days of employment with UMGC to ensure compliance with UMGC EEO Policies. Once the training is completed, a completion certificate is issued and can be printed. The link for self-registration for the training is at TBD. Faculty members are also required to complete all statutorily required training as a condition of employment.

## 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 Communities

Each academic discipline has a designated Program Hub within the LEO learning management system. Program Hubs are established as a community of practice to facilitate communication, collaboration, and professional engagement among faculty members and their Portfolio Director.

These hubs serve as a centralized space where faculty can:

- Discuss a variety of topics related to their academic programs.

- Share best practices, resources, and innovative teaching strategies.
- Collaborate on curriculum development and other academic initiatives.
- Communicate directly with the Portfolio Director for guidance and support

In addition to the program-specific spaces, the overall Source site—open to all current faculty and staff— provides a wealth of information about programs, university initiatives and activities. Faculty are encouraged to participate in Source discussions and offer ideas for resources and topics via gateways like the [Faculty Lounge](#).

### 5.2.2 Adjunct Faculty Association

The [Adjunct Faculty Association](#) (AFA) was formed to engage in periodic meetings with the UMGC administration, referred to as “meet and confer,” to discuss issues related to adjunct faculty compensation, benefits, and terms of employment.

## 6. Faculty Recognition and Continuing Professional Development

### 6.1 Faculty Development Workshop Programs

Throughout the year, Faculty Learning and Professional Development offers faculty worldwide a comprehensive selection of workshops, 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 UMGC faculty members, and facilitated by UMGC faculty or staff. Workshop opportunities are described online under Faculty Training on the [Faculty Hub](#).

### 6.2 Awards for Teaching Excellence

Each year, UMGC recognizes the highest teaching accomplishments by bestowing the Stanley J. Drazek Teaching Excellence Award to outstanding faculty members in Europe, Asia, and Stateside. Another award—the UMGC 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 UMGC’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 UMGC’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.

UMGC faculty members can also be nominated for the USM Board of Regents Faculty Awards, after having served as a USM faculty member for at least five year. Nominations fall into the following categories:

- Teaching
- Scholarship or Research
- Creative Activity
- Public Service
- Mentoring

For more information, please contact Faculty Affairs, your Portfolio Director or the program website: <https://www.usmd.edu/usm/academicaffairs/regents-faculty-awards>

### 6.3 Support for Professional Development

Faculty members need to stay abreast of new developments in their fields, and that may involve attending or presenting at conferences, workshops, seminars, and other professional events. To encourage faculty to engage in such professional development, UMGC supplies limited financial support through a variety of means.

For Stateside faculty, the [UMGC Professional Development Fund for Adjuncts](#) provides small grants to help support adjunct faculty members in attending professional conferences, workshops, and trainings related to their teaching, with priority given to individuals who are presenting.

UMGC Europe and UMGC Asia also offer 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 are available in the UMGC Europe and UMGC Asia faculty handbooks.

## 7. Worldwide Academic Support Services and Resources

### 7.1 Institutional Commitment to Effective Instruction

UMGC'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 UMGC. Available to UMGC 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.

PROVIDER	SERVICES/RESOURCES	CONTACTS/FURTHER INFORMATION
Faculty Development	<ul style="list-style-type: none"> <li>FACDEV 411, New Faculty Academic Orientation (overseas FACDEV 412)</li> <li>FACDEV 112, Coaching Strategies for Learning and Academic Success</li> <li>Faculty Development Workshop Programs</li> <li>Peer Mentoring Program</li> </ul>	<a href="https://umuc365.sharepoint.com/sites/Source_Faculty">https://umuc365.sharepoint.com/sites/Source_Faculty</a>

UMGC Library	<ul style="list-style-type: none"> <li>• Reference services via instant message, e-mail, phone, and in-person</li> <li>• Research databases, e-books, academic and professional journals, and other resources</li> <li>• Interlibrary Loan and Document Delivery from all 17 USM Libraries</li> <li>• eReserves in LEO classrooms</li> <li>• Turnitin.com (helps identify plagiarism in students' assignments)</li> </ul>	<a href="https://libguides.umgc.edu/home">https://libguides.umgc.edu/home</a> Phone: 240-684-2020 Email: <a href="mailto:library@umgc.edu">library@umgc.edu</a> "Ask A Librarian" <a href="#">Form</a>
Effective Writing Center	<ul style="list-style-type: none"> <li>• Faculty resources for classroom activities, writing assignments, writing advice</li> </ul>	<a href="https://www.umgc.edu/current-students/learning-resources/writing-center">https://www.umgc.edu/current-students/learning-resources/writing-center</a>
Tutoring Services and Resources	<ul style="list-style-type: none"> <li>• Individualized, one-on-one tutoring sessions for students</li> </ul>	<a href="https://www.umgc.edu/current-students/learning-resources/tutoring">https://www.umgc.edu/current-students/learning-resources/tutoring</a>

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.

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

To support the day-to-day work of faculty members, UMGC 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.

PROVIDER	SERVICES / RESOURCES	CONTACTS/FURTHER INFORMATION
MyUMGC	<ul style="list-style-type: none"> <li>• Enter/update personnel information.</li> <li>• Access up-to-date class rosters and course material information.</li> <li>• Post final course grades.</li> </ul>	<a href="https://www.umgc.edu/myumgc/">https://www.umgc.edu/myumgc/</a>
Staff and Faculty HR Business Center (formerly Faculty Appointments and Services)	<ul style="list-style-type: none"> <li>• Assist with navigating UMGC.</li> <li>• Connect to other UMGC administrative resources.</li> <li>• Provide parking passes for on-site courses.</li> <li>• Assist with responding to appointment documents.</li> <li>• Assist with payroll information.</li> </ul>	<a href="https://umuc365.sharepoint.com/sites/Source_HRServices/SitePages/Human-Resources-Business-Center.aspx">https://umuc365.sharepoint.com/sites/Source_HRServices/SitePages/Human-Resources-Business-Center.aspx</a> Phone: 240-684-2605 E-mail: <a href="mailto:ofstier2@umgc.edu">ofstier2@umgc.edu</a>
Help@UMGC Support, Office of Information Technology	<ul style="list-style-type: none"> <li>• Provide 24/7 technical support.</li> <li>• Provide LEO support.</li> <li>• Provide MyUMUC support.</li> </ul>	<a href="https://www.umgc.edu/help">https://www.umgc.edu/help</a> Phone: 888-360-8682 / 301-985-6710 <a href="#">Email</a> the support team

### 7.4 Offices Providing Academic Support Services

Academic support at UMGC also comprises a number of “behind-the-scenes” functions that benefit faculty and students.

### 7.4.1 Faculty Affairs and Scheduling Team (FAST)

UMGC offers more than 16,000 course sections and manages a roster of ~5,000 adjunct faculty members. UMGC's current faculty recruitment, hiring, onboarding, course staffing, training, and scheduling processes are fragmented and inefficient, leading to inconsistencies and challenges in supporting student success.

Faculty Affairs and Scheduling Team (FAST), a UMGC Center of Excellence is designed to centralize and streamline faculty recruitment, hiring, onboarding, course staffing, training, and scheduling processes to improve efficiency, consistency, and overall faculty support.

- The Faculty Operations and Support Unit serves as the core operational and support unit for FAST. The Faculty Operations and Support Unit will play a crucial role in managing the operational needs of faculty members and ensuring smooth day-to-day functions for faculty relations. This unit will also house the Faculty Performance and Evaluation group, which is responsible for developing evaluation and performance management that aligns with the Adopted Faculty Expectations.
- The Forecasting and Global Scheduling Unit will be responsible for ensuring that the academic schedule is effectively planned and aligned with student needs, faculty availability, and institutional resources.
- The Faculty Learning and Professional Development Unit will design, implement and execute initiatives and activities to support faculty members in teaching effectiveness and pedagogy, scholarship and overall professional growth. The FLPD unit will work in collaboration with ILD to develop training for faculty.
- The Faculty Engagement Unit will focus on fostering and enhancing engagement of faculty members, communications with faculty, providing mentorship and developing and support a faculty community of practice.

### 7.4.2 Integrative Learning Design

The Office of Integrative Learning Design (ILD) plays a central role in ensuring a collaborative and holistic approach to defining, designing, and solutioning for a range of learning and learner experiences. In application to our efforts to design and deliver the right learning experience for the right learner at the right time, ILD will combine what we know about our students with the best of what we know from subject-matter experts, the learning sciences, design research, and the affordances of emerging technologies to create and continuously improve online courses and programs.

ILD has been designed to align with industry best practices, and its team members collaborate with academic administrators and external partners to further diversify our academic portfolio of learning experiences and increase our agility in responding to the changing needs of learners and employers worldwide.

### 7.4.3 The UMGC Library

The UMGC Library 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

UMGC students, faculty, and staff worldwide. Library services include reference via instant messaging, e-mail, phone, and in-person consultations, electronic reserves (eReserves) in UMGc online classes, and document delivery/interlibrary loan for materials not otherwise available in the library databases. Resources include e-books, journal articles, reports, cases, and other materials available electronically via a curated collection of online academic research databases. Cross-searching functionality allows users to efficiently search multiple databases simultaneously. UMGc's relationship with the University System of Maryland and Affiliated Institutions (USMAI) library consortium provides access to more than 11 million items and core e-resources from the 17 USMAI libraries for UMGc's students, faculty, and staff. The library homepage can be accessed [here](#).

#### 7.4.4 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](#) supports this mission at UMGc with a range of services and resources for faculty. Among those are individual consultations, in-class workshops to help students prepare for writing assignments, and assistance with the development of materials on effective writing in specific academic disciplines.

For students, the Effective Writing Center offers one-on-one advice both asynchronously and synchronously, as well as resources on general writing issues and academic integrity. Faculty may direct individual students to the Effective Writing Center for assistance.

#### 7.4.5 Tutoring Services

UMGC offers one-on-one subject matter tutoring via Tutor.com for select undergraduate and graduate courses. Each student has four hours of no-cost tutoring each month on the Tutor.com platform, which is accessed through the course classroom. Students who are registered with Accessibility Services can request up to double the allotment of hours per month. Subject matter tutors can help define and explain concepts, clarify examples from course content, and guide students toward understanding a particular topic. Tutors cannot answer specific questions related to any homework, quiz, exam, or major project. These questions should be directed to faculty members directly.

#### 7.4.6 Student Success Coaches

As UMGc students are adult learners and often affiliated with the military, university staff has to be able to deliver services 24 hours a day, seven days a week, and accessible to any student anywhere. To provide this support, students are assigned a success coach who partners with them as they work toward their degree and helps make sure they are going at a pace that works with their life. Success coaches are invested in student success and making sure that students are on track at school--they support students with creating an academic plan, registering for classes, understanding military benefits, learning time management techniques, communicating with faculty, and linking to resources.

## 8. UMGc Policies: Faculty Rights and Responsibilities

Whether they are teaching in an on-site classroom or online, UMGc faculty members hold themselves to high standards. [UMGC policies](#) that pertain to UMGc faculty may be found at <https://www.umgc.edu/administration/policies-and-reporting/policies/faculty> and <https://www.umgc.edu/administration/policies-and-reporting/policies/academic-affairs>

A few of the policies most directly related to faculty rights and responsibilities are highlighted in this section.

### 8.1 Professional Integrity and Misconduct

As a degree-granting institution in the University System of Maryland (USM), UMGC 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](#). 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](#), UMGC established [UMGC Policy 150.50 Misconduct in Scholarly Work](#) to instill and promote the principles of professional integrity, prevent scholarly misconduct, and discover and censure instances of misconduct when they occur.

### 8.2 Course Evaluations

UMGC is committed to excellence in instruction and seeks to assign the most effective faculty to teach its courses. All UMGC faculty members participate in a systematic evaluation process ([Policy 180.30](#)), which includes student ratings of every course. Evaluations are administered and managed by the Department of Academic Services and Quality. The evaluations are collected through an online tool (Blue). The evaluations are made available to students in LEO when the class is approximately 75 percent completed and are available until the last day of class. In addition, students receive emails when the evaluations are available and can complete the evaluation using a computer or mobile device. The data are downloaded and the results tabulated after the faculty member has turned in grades. Reports are available by class only (no individual student data are reported). The reports are made available to the respective academic department and emailed to the faculty member 2-3 weeks after the class has ended. Faculty members also receive the written feedback provided by students.

Faculty members are encouraged to use the reports and feedback to review and reflect on their teaching. They are expected to deliberate with academic administrators to evaluate teaching approaches and to develop strategies to improve teaching if needed. They may also join with colleagues in faculty development activities that provide support and encouragement for the improvement of teaching and learning.

### 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 also visit classrooms (on-site or online). By assessing teaching practice, UMGC academic administrators can assist faculty in improving their work in the classroom. Class visits are intended to support and develop faculty, as well as to assess class readiness and/or to evaluate faculty performance.

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](#), UMGC has developed Policy 045.00 [Faculty Grievance Procedures](#) to address problems, differences of opinion, or complaints.

### 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 published in the schedule of classes, that is, as students thought it would meet when they registered. Classes that are held online and hybrid classes 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 or hybrid 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 provides specific steps and tips for faculty to develop contingency plans for unplanned class disruptions—such as LEO 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

In accordance with [UMGC Policy 051.00 Religious Observances](#), students cannot be academically penalized or disadvantaged because of their observances of religious holidays. Students must be given an opportunity to make up within a reasonable time any academic assignment or examination that is missed due to individual participation in religious observances.

Students are asked to examine the course syllabus for potential conflicts at the start of the course and promptly notify the faculty member of any anticipated religious accommodation needs, providing as much notice as possible. Faculty who need advice or assistance regarding student accommodations for religious observances should contact UMGC's Fair Practices Officer at [fairpractices@umgc.edu](mailto:fairpractices@umgc.edu).

## 9. UMGC Policies: Student Affairs

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

### 9.1 Accessibility Services

In alignment with UMGC's core values, the mission of Accessibility Services is to coordinate access and support services that provide an equal opportunity for students to participate in all aspects of the educational environment while adhering to the university's academic standards. Faculty should not attempt to determine on their own if a student is eligible for accommodations or what accommodations are appropriate. For more information, please see [Policy V-1.30](#).

If a faculty member is approached by a student who claims a disability and requests accommodations, the faculty member should immediately direct the student to [Accessibility Services](#), for the student's

needs to be assessed appropriately. Students can choose whether or not to disclose disabilities or health conditions to faculty members or classmates. Accessibility Services staff will not disclose health issues or specific diagnoses. If a student has been granted an accommodation by Accessibility Services, the faculty member will be notified in writing through an Accommodation Notification Letter and must comply with the accommodation(s) contained therein. Faculty should confirm with the student and with Accessibility Services once they have received the student's accommodation letter, and should contact Accessibility Services immediately if they have questions or concerns about the student's accommodations. It is the student's responsibility to request renewal of an Accommodation Notification Letter every semester they are registered for classes. Accessibility FAQs can be accessed [here](#).

## 9.2 Non-Discrimination Statement and Anti-Harassment

UMGC is committed to ensuring that all individuals have equal access to programs, facilities, admission, and employment and that no person shall be excluded from participation in, be denied the benefit of, or otherwise be subjected to unlawful discrimination in this institution's programs and activities. In accordance with Federal, state, and local laws and regulations, UMGC does not discriminate against any person on the basis of race, religion, color, creed, sex, gender, gender identity or expression, marital status, sexual orientation, age, national origin, ancestry, political affiliation, mental or physical disability, genetic information, veteran status (including Vietnam-era veterans), or any other legally protected characteristic. Specifically, under Title IX of the Education Amendments of 1972, UMGC prohibits discrimination on the basis of sex in its programs and activities. UMGC will take steps to eliminate prohibited conduct, prevent its recurrence, and remedy its effects.

Faculty are required to prevent discrimination and harassment in the classroom. In case of concerns, please contact the [Fair Practices Office](#).

UMGC is committed to creating a climate in which everyone can thrive. UMGC's [Policy VI-1.00 Non-Discrimination and Anti-Harassment Policy](#) and [Policy 041.00 Sexual Misconduct](#) protect UMGC students, faculty, and staff.

## 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 or other family member unless express written permission has been provided by the student.

As detailed in [UMGC Policy 210.14 Disclosure of Student Records](#), UMGC complies with the Family Educational Rights and Privacy Act ("FERPA") (also known as "the Buckley Amendment") which protects the privacy of education records.

## 9.4 Student Grievances and Conflict Resolution

In accordance with the [USM Policy V-1.00 on Student Affairs](#) and [UMGC Policy 130.70 Student Grievance Procedures](#), students may seek redress for perceived acts or omissions of individual UMGC 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](#), disciplinary regulations are set forth in writing to give students general notice of prohibited conduct. According to [UMGC Policy 151.00 Code of Student Conduct](#), the university reserves the right to take appropriate action to protect the safety and well-being of the UMGC community.

## 9.7 Drugs and Alcohol

[UMGC Policy 151.00 Code of Student Conduct](#) prohibits unlawful use, distribution, or possession of any controlled substance, illegal drug, or alcohol on UMGC or USM premises or at UMGC- or USM-sponsored activities.





UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS

A background image showing two rows of bookshelves filled with books of various colors (brown, blue, red, white).

# **PART II**

# **INFORMATION FOR UMGC STATESIDE FACULTY ONLY**

## PART II. Information for UMGC Stateside Faculty Only

The previous sections of this handbook apply to all UMGC faculty members worldwide. Part II of this handbook contains information applicable to Stateside faculty only. Faculty hired to teach stateside are required to live in the U.S., while overseas faculty needs to reside overseas. For information specific to their geographical division, Overseas faculty members should consult the corresponding section in either the UMGC Europe or UMGC Asia version of this handbook.

### 1 Faculty Recruitment, Appointment, Rank, and Promotion

UMGC is committed to a faculty distinguished by its superior teaching skills, the level of its professional experience, and its academic achievement. [UMGC Policy 181.00 Faculty Appointment, Rank, and Promotion](#) governs appointment, rank, and promotion for UMGC's entire faculty.

#### 1.1 Requirements for Appointment and Promotion

UMGC 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, international transcripts) as appropriate. Because UMGC offers classes all over the world, and because online faculty members may be located anywhere, each faculty member must notify UMGC of a change in the country of residence while working.

A faculty appointment with UMGC Stateside is based on the location initially reported. If a country location is changed, UMGC reserves the right to review the impact of the proposed change on UMGC. 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 UMGC Stateside to accommodate proposed changes in faculty location. Therefore, UMGC 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

[UMGC Policy 181.00 Faculty Appointment, Rank, and Promotion](#) also establishes the faculty positions and ranks used by UMGC. 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 UMGC are nontenured.

##### 1.2.1 Collegiate Faculty Categories and Ranks

Full-time faculty at UMGC Stateside fall into two categories:

- Collegiate faculty and collegiate faculty hired as UMGC senior academic staff (such as Portfolio Directors). 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 UMGC-provided teaching resources that are set out in this handbook and in UMGC's policies apply 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 collegiate faculty and professors of the practice receive an appointment agreement that establishes their teaching workload, and in the case of collegiate faculty, their non-instructional workload. The appointment agreement and the applicable policies and practices of UMGC, as discussed in the appointment agreement, establish the terms and conditions of the faculty appointment.

### 1.2.2 Adjunct Faculty Categories and Ranks

UMGC Stateside's adjunct faculty includes both individuals hired exclusively as faculty members and UMGC 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](#).

## 1.3 Appointment Documents

It is the faculty member's responsibility to understand all the terms and conditions of their appointment document, this handbook, and all applicable UMGC policies and practices.

### 1.3.1 Collegiate Faculty Appointment Documents

All appointment agreements and assignments (collectively "appointment document") for 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 Appointments and Services at [contracts@umgc.edu](mailto:contracts@umgc.edu) immediately. If academic rank was not indicated in the appointment agreement, UMGC will award 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 UMGC. The appointment agreements and the applicable policies and practices of UMGC, as discussed in the appointment agreement, establish the terms and conditions of the faculty appointment.

Concurrent duty (secondary) 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 UMGC-provided teaching resources set out in this handbook and in UMGC's policies apply to them in connection with their faculty assignments.

Appointment documents should be read carefully and must be accepted online via MyUMGC. Detailed instructions for accepting appointment agreements can be found [here](#). 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 and Services at [contracts@umgc.edu](mailto:contracts@umgc.edu) immediately.

If academic rank was not indicated in the appointment agreement, UMGC will award 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 UMGC policies and practices.

## 1.4 Participation Status

UMGC offers individuals who have been selected to join the UMGC faculty or who previously taught for UMGC an opportunity to participate, or continue to participate, in the UMGC faculty community. Such faculty members are said to be in "participation status." While in participation status, an individual remains on UMGC's faculty roster, and UMGC may identify them as being a member of UMGC'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 MyUMGC).

In order to remain in active participation status, adjunct faculty must have taught for UMGC within the past 18 consecutive months. If an adjunct faculty member exceeds this 18-month threshold without a teaching assignment, they will receive notification of termination from UMGC. If they wish to be staffed in the future, they must reapply for a UMGC adjunct faculty position.

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

## 1.5 Renewal/Continuation of Appointment

Renewal (collegiates) or continuation (adjuncts) of faculty appointment is in accordance with [UMGC Policy 181.00 Faculty Appointment, Rank, and Promotion](#).

## 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 [UMGC Policy 181.00 Faculty Appointment, Rank, and Promotion](#), which follows applicable USM policies. If a faculty member decides to terminate his or her appointment with UMGC, they will be required to

- Notify their academic administrator in writing that they will no longer teach for the university.
- Turn in all final grades.
- Update home and mailing addresses in MyUMGC 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 UMGC 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 if applicable and contacts for additional information.

## 1.7 Cancellation of Courses

UMGC reserves the right to cancel any course for any reason. UMGC departments contact faculty directly via e-mail, phone, or regular mail regarding any changes to a course assignment. In accordance with UMGC Policy 210.70 [Cancellation of Courses](#), the appropriate UMGC departments notify students about course cancellations.

If UMGC cancels a class to which an adjunct faculty member has been assigned less than 30 days before the class start date, UMGC shall compensate the faculty member 10% of the payment amount specified in the contract or appointment letter for that class, excluding lab/tutoring stipends. Adjunct faculty who

decline or remove themselves from a class assignment before the class start date are not eligible for this 10% cancellation payment. Additionally, collegiate faculty (whether teaching Onload or Overload) are not eligible for receiving payments for cancelled classes.

## 1.8 Annual Agreements

Every academic year, based on a faculty member's longevity with UMGC and outstanding performance, adjunct faculty members may be eligible for an Annual Agreement which determines the number of credits UMGC can offer to those adjuncts for the entire academic year. Eligibility criteria are established every year; for more information on the most recent cycle, please access the relevant [Source](#) page.

## 1.9 Emeriti Faculty Status

Emerita/Emeritus is an honorary title which may be bestowed on a member of the faculty who has retired, or for adjuncts, who has notified their supervisor in writing of their intention to permanently cease teaching by a designated effective date, from University of Maryland Global Campus (UMGC) in recognition of significant contributions of faculty to teaching, research and service. The awarding of emeritus status is intended to recognize faculty who have adhered to UMGC's stated core values, including "Students First" and "Excellence." A distinguished record of research and service may support the decision to award emeritus status, but in all cases, the candidate must possess a record of exemplary teaching. Emeritus status is a distinction that is not automatically bestowed upon retirement or end of service but is conferred by the President upon recommendation by the Emeritus Review Committee and the Senior Vice President and Chief Academic Officer (SVP/CAO). This status requires 20 years of service to UMGC. For more information, please see [UMGC Policy 182.00 Faculty Emeriti](#).

# 2 Teaching Assignments

While workload varies, all faculty members—collegiate or adjunct—at UMGC 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 course 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 finalizing the online LEO classroom set-up; posting a student welcome message and course introduction; grading approved late assignments and submitting final grades for students who were permitted a mark of Incomplete; submitting grades; resolution of academic integrity-related student issues; and investigations relative to the Student Code of Conduct. Course teaching assignments include these activities; there is no additional compensation for these activities.

### 2.1.1 Collegiate Faculty

The attention given to faculty workload is an outgrowth of UMGC'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 UMGC. The annual instructional and non-instructional workload for collegiate faculty is specified in their appointment document.

For additional information on collegiate faculty workload, including overload assignments, see [UMGC Policy 181.20 Faculty Workload](#).

### 2.1.2 Adjunct Faculty

The maximum workload for adjunct faculty is no more than 18 credits over an academic year (maximum per term: 7 credits). This figure represents the maximum instructional load for adjunct faculty and should not be construed as an entitlement or expectation.

For additional information on adjunct faculty workload, including overload assignments, see [UMGC Policy 181.20 Faculty Workload](#).

## 2.2 Concurrent Teaching Assignments

A concurrent teaching assignment (secondary adjuncts) 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 UMGC may terminate a concurrent teaching assignment if an employee is separated from his or her primary employment with UMGC, UMGC 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 UMGC; such policies and practices are not incorporated into an appointment agreement.

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

Concurrent teaching assignments shall not exceed 18 credits for the 12-month academic year. [UMGC Policy 420.31 Procedures to Request and Approve Internal Overload Teaching or Training](#) treats concurrent teaching assignments as if the assignments were internal overload.

## 2.3 Additional Pay Assignments

Adjunct faculty members may be offered the opportunity to perform other academic duties outside of teaching from time to time, including course development or revisions, course coordinator responsibilities, faculty mentoring roles, faculty training roles, supervision of independent or doctoral studies, workplace learning mentoring or sponsorship, or prior learning/EXCEL portfolio review. Adjunct faculty members who are chosen to perform these duties are eligible to receive additional pay. These assignments are collectively referred to as “additional pay assignments.” Additional pay assignments are paid as specified in the assignment agreement. An additional pay assignment agreement is solely for the assignment(s) specified. UMGC may offer further additional pay assignments but is not obligated to do so.

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.

## 2.4 Absences

If illness or emergency circumstances prevent a faculty member from attending a fully on-site or hybrid 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 LEO classroom in a timely manner to notify students and 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 any substantial period of time during the course. Faculty members who cease

to actively participate in their online course are subject to immediate termination and replacement. UMGC 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.

## 2.5 Emergency Closure

All university closures stateside will be announced at <https://www.umgc.edu/current-students/student-life-and-support/safety-and-security/emergency-preparedness/severe-weather>. Alternately, faculty and students may call 301-985-SNOW for up-to-date information. Please note that media often confuse UMGC with other USM schools; faculty should not rely solely upon television or radio updates. Faculty members should sign up for UMGC MyAlerts at <https://alert.umgc.edu> to receive the most up-to-date and accurate information.

# 3 Financial and Human Resource Information

## 3.1 Payroll Schedule

All UMGC Stateside faculty members are paid throughout the term of their appointment agreements (collegiate faculty) or course assignments (adjunct faculty), 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 course assignments in accordance with the adjunct faculty pay schedule. Pay dates can be accessed on the [Human Resources Business Center](#) page on The Source. 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. UMGC'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 [myhr@umgc.edu](mailto:myhr@umgc.edu).

## 3.3 Benefits for Collegiate Faculty Stateside

UMGC Stateside collegiate faculty members may be eligible for health insurance and other benefits made available through UMGC. These benefit plans are described in the current UMGC 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. Collegiate faculty members may request a copy of the current benefits packet, available through the Office of Human Resources, by contacting [benefits@umgc.edu](mailto:benefits@umgc.edu).

### 3.3.1 Tuition Remission

Tuition remission and tuition reimbursement may be available for UMGC collegiate faculty and staff and their families, within set limitations. [UMGC Policy VII-4.10-GC Tuition Remission and Tuition Reimbursement for Active Staff and Faculty Employees and Retirees](#) and [UMGC Policy VII-4.20-GC UMGC Policy on Tuition Remission for Spouses and Dependent Children of Active Staff and Faculty Employees and Retirees](#) provide further information.

### 3.3.2 Annual Leave

Information on annual leave for collegiate faculty members is provided in [USM Policy II-2.40 on Annual Leave for Faculty](#).

### 3.3.3 Sick Leave

[USM Policy II-2.30 on Sick Leave for Faculty Members](#) governs the accrual and use of sick leave for collegiate faculty.

### 3.3.4 Other Leave

UMGC Stateside faculty may be entitled to other types of leave. Faculty may view the [USM faculty policies](#) or contact UMGC's Office of Human Resources for more information.

## 3.4 Benefits for Adjunct Faculty Members Stateside

UMGC offers adjunct faculty members access to some State of Maryland benefits (such as health, dental, and supplemental retirement), but does not subsidize the cost. 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 UMGC adjunct faculty. Further details are available on the [Adjunct Faculty Benefits](#) page on The Source. [Tuition benefits](#) may also be available. For more information, adjunct faculty may also contact Human Resources at [benefits@umgc.edu](mailto:benefits@umgc.edu).

## 3.5 Travel

Faculty may need to travel on occasion. [UMGC Policy 380.10 Policy on University Travel](#) outlines the procedures. Faculty may be reimbursed for mileage when using a personal vehicle for travel to a hybrid class, in accordance with UMGC's Policy 380.10. Mileage reimbursement will only be paid for miles traveled in excess of 50 miles round trip from the faculty member's home or workplace to class and must be preapproved by the faculty member's Portfolio Director and Associate Dean.

## 3.6 Maintaining Accurate Faculty Information

UMGC relies on the faculty records contained in MyUMGC (<https://my.umgc.edu>) and WorkDay ([https:// http://workday.umgc.edu/](https://http://workday.umgc.edu/)) to disseminate important information to faculty members. Faculty members should update any changes to their personal information through the staff portal of MyUMGC and WorkDay. Any faculty member who has legally changed personal information and needs assistance updating records should contact the Staff and Faculty HR Business Center (formerly Faculty Appointments and Services) at [contracts@umgc.edu](mailto:contracts@umgc.edu) or update relevant information in WorkDay.

All collegiate and adjunct faculty members are assigned a standard UMGC faculty e-mail address (e.g., [jane.doe@faculty.umgc.edu](mailto:jane.doe@faculty.umgc.edu)) to enable them to communicate more easily with university administrators and students. Collegiate faculty are also provisioned a UMGC staff e-mail address (e.g., [jane.doe@umgc.edu](mailto:jane.doe@umgc.edu)).

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 UMGC 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 UMGC 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 through Help@UMGC, which is available 24 hours a day, seven days a week, 365 days a year, via self-help, phone, and chat, as follows:

<https://www.umgc.edu/help>

Phone: 888-360-8682 / 301-985-6710

[Email](#) the support team

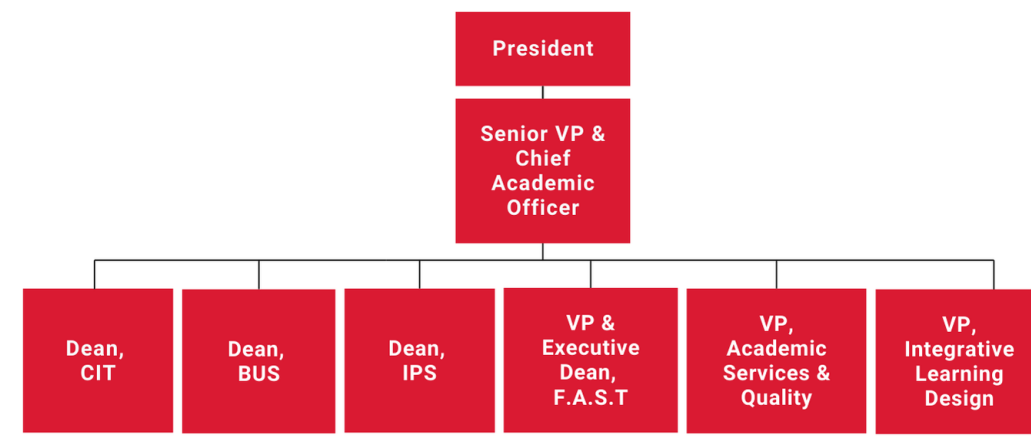


# ACADEMIC STRUCTURES OF UMGC

## Appendices

### UNIVERSITY OF MARYLAND GLOBAL CAMPUS

#### Organizational Chart *Academic Affairs*



#### UMGC Organizational Chart *Overseas Academic Affairs*

